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ABSTRACT

These guidelines and lesson plans are intended to help elementary and secondary teachers to teach about organized labor and its contribution to the development of this country. The lessons, some self-contained and others requiring access to publisher available materials, were developed by teachers. Examples follow. Elementary students read about and discuss the life of Samuel Gompers, unscramble puzzles to find terms and persons associated with the labor movement, and sing songs. Three of the lessons were designed to be integrated into junior high school language arts and U.S. history and 11th grade U.S. history. Students view films and filmstrips, listen to guest speakers, visit local unions to gather information on present day legislation and its effect on organized labor, and read and discuss books. In one lesson, secondary students assess organized labor's position in the 1970s and suggest future programs that may help organized labor meet the demands of a changing society. A lesson for English classes uses student journals, drama sketches, creative writing, art, and oral reports. In addition to the lesson plans, one section of the publication contains guidelines for developing a labor education multi-media resource center. (Author/RM)

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HOW SCHOOLS ARE TEACHING ABOUT LABOR

A Collection of Guidelines and Lessons Plans

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INTRODUCTION

This collection of outlines and lesson plans was assembled to help teachers and curriculum specialists who join us in the belief that students should understand more about organized labor and its contribution to the development of this country. It is an area rich in history and of great significance as a dynamic and democratic institution of our society.

Of even greater significance to every student is that organized labor will affect his or her future, just as surely as our economic structure affects all our lives. What one chooses to do in life, where one works, the conditions of that employment - all are predictably a part of each students' future; and not choosing to teach the historical and functional elements of this subject area would be unconscionable.

The curriculum guides and lesson plans in this collection offer a variety of materials, sources, and teaching strategies. Most of these materials are lesson plans, organized on a daily and/or unit basis; some either wholly or in part concentrate on historical background and source materials, giving teachers the flexibility to infuse understanding of the subject into the study of an era or a conceptual framework. We hope that teachers and curriculum coordinators will find these materials useful as they develop their own programs.

We have taken the liberty of updating material - facts and figures - to reflect more accurately the current situation.

We would like to express our appreciation to the various school districts and to other sources who graciously consented to our using their curricular materials in this collection.

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1. This unit is designed for upper elementary or middle school grades. It was prepared by an elementary school teacher in the borough of Queens in New York City at a time when the Long Island Railroad, a commuter line, was on strike. You will note how the teacher integrated this event into the program. Teachers can adapt much of this material in a similar fashion to particular situations and needs.

Labor Studies in the Elementary School
P. S. 150, Borough of Queens
New York, New York

Reading Comprehension

Name____________________

"Nowhere in the world at any time, probably, were men worked as they were in the sweatshop -- the lowest paid, most degrading of American employment, as they existed at the turn of the century. The sweatshop employer ground all the work he could from every man, woman, and child under him."

Sweatshops had grown up like mushrooms in the slum areas of the major cities, anywhere and everywhere -- in damp basements, dark hallways, overcrowded bedrooms. On sweltering summer days when work indoors was unbearable, the families took their work out to the fire escapes or up to the roofs.

People worked a fifteen or sixteen hour day, from five in the morning till nine at night. In the busy season people would work all night, and Sundays as well.

If you were a really ambitious person, eager to earn a few extra pennies, you would be at your bench at 4 A.M., as hundreds of others were, and if the boss provided gas lights you might come at 3 A.M. Some workers even spent the night in the shop, sleeping on the hard floor with a bundle of unfinished garments for a pillow.

Going to work was like entering a prison at that time. Doors to shops were barred at a certain hour in the morning so that no one could enter or leave. Someone wanting to go to the washroom had to get permission, and was followed to make sure he or she didn't stay too long.

Bosses would even forbid workers to talk or sing on the job. One company fined employees 50 cents if they looked out of the window and twenty-five cents if they laughed.

Workers were searched when they left the shops to make sure they weren't stealing a bit of cloth or thread. They had to pay for everything. For broken needles. For the thread they used. For the electricity that ran their machines. For the chairs they sat on. Even for the hooks they hung their hats on. All this was taken from their wages that never got above $5 a week! It was out of this climate that workers found a purpose for uniting and the need for a union was born.

Circle the most appropriate answer.

1. Working in the sweatshops was:
   - (A) very desirable (B) pay was high and conditions were good
   - (C) pay was low and conditions poor (D) none of these
2. Sweatshops were mainly located in:
   - (A) farm country (B) fashionable parts of cities
   - (C) small towns (D) major city slum areas
3. The sweatshops employed:
   - (A) men (B) women
   - (C) children (D) all of these
4. People worked in sweatshops:
   - (A) 15 hours a day or more (B) 8 hours a day
   - (C) less than 8 hours a day (D) 10 hours a day
5. The word ambitious in the 4th paragraph most nearly means:
   - (A) lazy (B) eager
   - (C) angry (D) scared

Grouping for Poetry

Group 1:

1. ______________________
2. ______________________
3. ______________________
4. ______________________
5. ______________________
6. ______________________

Recorder: ______________________

This poem has several new words that you may not have seen before. See if you can figure out what they mean, use dictionary if necessary.

Mourn the Apathetic Throng

Mourn not the dead that in the cool earth lie -
Dust unto dust -
The calm, sweet earth that mothers all who die
As all men must.

Mourn not your captive comrades who must dwell -
Too strong to strive -
Within each steel-bound coffin of a cell,
Buried alive.

But rather mourn the apathetic throng -
The cowed and meek -
Who see the world's great anguish and its wrong
And dare not to speak!

By - Ralph Chaplin

Assignment:

1. How does this poem make you feel?

____

____

____

2. Does this poem have a message to teach us? What do you think it might be?

____

____

____

____

____

3. Who is Ralph Chaplin?

____

____

4. Make up a group poem about some problem you feel concerns all people that have to work for a living. It can be either a serious or funny poem. Your poem can have as many lines as you would like.

____

____

____

____

____

____

____

5. Write the names of each of your group at the end of your poem. This will show that you are all poets.

__________ __________ __________

__________ __________ __________

____

6. Using a piece of drawing paper, design a picture either individually or as a group to illustrate Mr. Chaplin's poem.

7. Using a piece of drawing paper, design a picture either individually or as a group to illustrate your group poem.

Reading Comprehension

Name ______________________________

The life of Samuel Gompers is the story of an immigrant boy who became the first great labor leader in America. Gompers helped found the American Federation of Labor. He developed it from a group of 25 craft unions into a body of almost 150 unions with 4 million workers.

Gompers was born in London, the son of a poor Jewish cigar maker. To help support his family he left school at the age of ten to work for a shoemaker. Later he became apprenticed to a cigar maker.

When he was thirteen years old his parents brought him to New York City. He got work in a cigar factory, where the workers had a plan for self-education. Each one in turn read aloud from books or newspapers while the others rolled cigars.

In 1877 the Cigar Makers' Union was almost ruined by losing a prolonged strike. Gompers became president of his local. He and a few others started to rebuild their local and the national union according to their ideas. They thought working men would stay united only when striving for higher wages and better conditions. They believed in drawing all the local unions of a craft together into a single strong national union.

Gompers soon built his national union into a model for all others. In 1881 he helped organize a group of national unions. It took the name American Federation of Labor in 1886. Gompers became president and, except for one year (1895), he held office until he died in 1924.

1. Samuel Gompers helped found the American Federation of Labor which had:

   (A) 25 workers (B) 150 workers

   (C) 4 workers (D) 4 million workers

2. Gompers left school at the age of ten because:

   (A) he wanted to make shoes (B) he was Jewish

   (C) he had to help support his family (D) he wanted to make cigars

3. In New York City he furthered his education by:

   (A) listening and reading books and newspapers in the factory

   (B) going back to school for a diploma at night

   (C) he hung around with alot of smart guys after work

   (D) his parents engaged a tutor for him

4. Members of the American Federation of Labor were members of:

   (A) union that attempted to get all workers into industrial unions

   (B) members of locals of craft union that had been unified into national unions.

   (C) no particular group with little or no common interests.

   (D) none of the above.

5. In the fourth paragraph the word striving most nearly means:

   (A) trying to get (B) avoiding

   (C) running (D) all of these

6. This passage is probably taken from:

   (A) a biography (B) a T. V. script

   (C) an encyclopedia (D) a new play

7. Samuel Gompers is best known as a:

   (A) Labor leader (B) Cigar maker

   (C) Shoe maker (D) Educator

THE LABOR MOVEMENT

Labor Day has become one of our most honored holidays. Did you ever wonder what we are celebrating? Below are several terms and persons associated with the labor movememt.Can you find them all?

A	U	T	O	W	O	R	K	E	R	S	P	A	C	T	T
M	I	N	E	R	S	N	E	T	A	I	T	O	G	E	N
P	N	M	E	A	N	Y	G	B	R	L	N	N	U	S	E
O	S	E	U	D	M	S	F	A	S	T	I	M	T	D	M
H	U	S	E	U	S	S	I	E	R	T	W	E	E	I	E
S	R	E	T	T	U	C	T	A	E	M	I	W	K	S	G
S	A	F	E	T	Y	T	C	E	K	A	E	R	I	P	A
U	N	I	O	N	L	T	M	A	R	Y	T	N	R	U	N
X	C	L	Y	E	B	G	H	D	O	S	H	M	T	T	A
R	E	Y	O	L	P	M	E	L	W	N	G	I	S	E	M
W	A	G	E	S	B	E	P	R	L	A	F	L	C	I	O
G	O	M	P	E	R	S	H	T	E	K	C	I	P	L	A
F	R	I	N	G	E	B	E	N	E	F	I	T	S	Y	T
J	D	D	R	I	V	E	R	S	T	U	O	K	L	A	W
M	O	N	E	M	E	R	O	H	S	G	N	O	L	P	T
L	A	B	O	R	S	S	E	C	N	A	V	E	I	R	G

1. AFL-CIO
2. ASSEMBLY
3. AUTO WORKERS
4. GOMPERS
5. CONTACT
6. DISPUTE
7. DRIVERS
8. DUES
9. EMPLOYEE
10. EMPLOYER
11. FRINGE BENEFITS
12. GARMENT
13. GRIEVANCES
14. INSURANCE
15. ISSUES
16. JOB
17. LABOR
18. LONGSHOREMEN
19. MANAGEMENT
20. MEANY
21. MEAT CUTTERS
22. MEETING
23. MEMBERS
24. MINERS
25. NEGOTIATE
26. NLRB
27. PACT
28. PAY
29. PICKET
30. SAFETY
31. SETTLE
32. SHOP
33. SIGN
34. STEELWORKERS
35. STEWARD
36. STRIKE
37. TEAMSTERS
38. UMW
39. UNION
40. WAGES
41. WALKOUT
42. WORK

Both current events and language arts provide opportunity for us to inject labor studies into our normal curriculum.

This past weekend the T. V., radio and newspapers have been full of terms that need explaining regarding the Long Island Railroad strike. These terms may serve as a guide or supplement to the weeks spelling and/or vocabulary words.

1. collective bargaining
2. arbitration
3. automation
4. boycott
5. contract
6. dues
7. union
8. dispute
9. fact finding
10. featherbedding
11. fringe benefits
12. grievance
13. impasse
14. injunction
15. labor
16. layoff
17. lockout
18. negotiate
19. picket
20. productivity
21. scab
22. seniority
23. strike
24. wages

This list is not meant to be definitive by any means. Levels of difficulty, number of words or terms and the amount of time spent in teacher explanation must be modified to suit our children in the classroom.

Labor studies should not be confined merely to that segment of the classroom learning that deals with social studies. It can and should be integrated whenever and wherever you feel it serves to maximize learning.

You may wish to use the following passage as an introduction to a poem, discussion or record that deals with labor studies. It provides a factual, non-emotional place to begin.

"Most of the men and women who make a living in the United States work for wages and salaries. They 'hire out' their services and thus provide the general term labor in an economy called laboristic.

"A laboristic economy is relatively recent in the United States. As late as 1870, more than half of all persons working in this country worked for themselves on family-owned farms. Currently, more persons are dependent upon wages and salaries to put food on their table.

"The United States became a large industrial nation after the turn of the century. Since that time many sweeping changes have taken place in the ways people live and work together. Many ideas and institutions are still undergoing change. Labor unions, formed by wage earners for mutual aid and protection, are an example."

This can be followed by any type of lesson you choose.

Using music is an extremely popular medium with elementary school and provides a rich learning experience. Songs often reflect living conditions, problems and goals of an era. If a picture is truly worth a thousand words, a good song may motivate a student to look at a thousand pictures.

Scissor Bill

by Joe Hill

"Scissorbill" was one of the derogatory names used by the Wobblies to describe anti-union workers who refused to organize. Sung to the tune of Casey Jones.

You may ramble 'round the country anywhere you will,
You'll always run across the same old Scissor Bill.
He's found upon the desert, he's found upon the hill,
He's found in every mining camp and lumber mill.
He looks just like a human, he can eat and walk,
But you'll find he isn't when he starts to talk.
He'll say this is my country with an honest face,
While all the cops they chase him out of everyplace.

Chorus: Scissor Bill, he is a little dippy,
Scissor Bill, he has a funny face.
Scissor Bill should drawn in Mississippi,
He is the missing link that Darwin tried to trace.

Don't try to talk your union dope to Scissor Bill,
He says he never organized and never will.
He always will be satisfied until he's dead,
With coffee and a doughnut and a lousy old bed.
And Bill he says he'll get his reward a thousand fold,
When he gets up to heaven on the streets of gold,
But I don't care who knows it and right here I'll tell,
If Scissor Bill is going to Heaven, I will go to Hell.

Chorus: Scissor Bill, he wouldn't join the union,
Scissor Bill, he says "not me, by heck!"
Scissor Bill, gets his reward in heaven,
Oh, sure, he'll get it, but he'll get it in
the neck.

Suggested Questions:

1. What type of person is Scissor Bill?
2. What type of person would sing this song about Scissor Bill?
3. Which one of the two would want you to join a union? Why?
4. Do you think the problem expressed in this song is still valid?

2. The following three units were prepared by teachers from the Akron, Ohio, school district who were involved in a project sponsored by the U. S. Department of Health, Education and Welfare, Office of Education. These units are designed to be integrated into junior high school language arts and American history and 11th grade American history.

Junior High School and Senior High School Lesson Plans
Language, Arts and Social Studies
Akron Public Schools
Akron, Ohio

GRADE LEVEL: 7-9

LENGTH OF UNIT: One Year

MAJOR CONCEPT

Labor Unions: Structure and Function

RATIONALE

The unit will expose the junior high school student to the practical application of the structure and function of the Labor Union concept.

MAJOR INSTRUCTIONAL GOALS

COGNITIVE

1. Develop an understanding of the underlying purpose, philosophy, concepts, values, and goals of the Labor Movement; specifically as it relates to the individual employee in the contemporary work force.

2. To create an understanding of the structure and function of a labor union.

SUBJECT: Reading - Language Arts

AFFECTIVE

3. To develop and assume responsibilities of a laborer through participating in a labor union environment.

NECESSARY RESOURCES

1. Filmstrip "Workers/Management" "Labor Unions: What You Should Know"
2. Addison Wesley Reading Kits
3. Speakers
4. Forms in Your Future
5. Films: "The Inheritance", "Contract/Contract"
6. Reading Attainment Reading Kit
7. Reading Road to Writing
8. "Settle or Strike", Game
9. Transparencies
10. Dittos

OBJECTIVES	ACTIVITIES	INSTRUCTIONAL MATERIALS	EVALUATION
1.1 Student will list, without notes, 5 major landmarks in the formation and growth of labor unions.	1.1.1. Student will view film, "The Inheritance"	"The Inheritance", Film Division, AFL-CIO Education Department, Washington, D.C. 20006	QUIZ students must list 5 major landmarks in the formation and growth of labor unions with 80% accuracy.
	1.1.2. Student will copy important dates from overhead.	Transparency	
	1.1.3. Student will read supplemental labor pamphlets.	Work 601 Box B "Child Labor Laws" Addison Wesley Reading, Mass. 1977 Reading Attainment "When Seven year olds Maroon #6 Worked in Factories" Green #15 "Blow Up on the Railroad" Reading Road to Writing Coronet, Chicago "The Courage of Cesar Chavez"	
1.2 Student will select and assess through a written topic sentence paragraph, the significance of a particular labor landmark event.	1.2.1. Student will write a "Because"paragraph citing 3 reasons relating the significance of the event.	Because paragraph ditto SEE ATTACHED, APPENDIX 1	Paragraph will be graded based upon form and content.
2.1 Students will define in their own words, using notes, 10 labor-related terms.	2.1.1. From the discussion of movie and historical events transparency, 20 terms will be chosen by students, listed on board and defined. Students will choose 10 from the 20 to incorporate into their vocabulary.	Terms SEE ATTACHED APPENDIX 2	QUIZ Word Search Puzzle Students must locate 10 labor terms and define them with 10% accuracy.

OBJECTIVES	ACTIVITIES	INSTRUCTIONAL MATERIALS	EVALUATION
2.2 Student will define in 4, 10-word sentences, the 4 types of collective bargaining agents.	2.2.1. Students will view filmstrip. 2.2.2. Student will copy from overhead 4 types of collective bargaining agents and define.	Filmstrip: "Labor Unions: What You Should Know" By: Kenneth Gagala Guidance Associates, New York, 1977	
		Transparency SEE ATTACHED APPENDIX 3	Exercise: Students will write, using their note 4, 10-word sentences defining the 4 types of collective bargaining agents. 100% accuracy expected.
2.3 Given a description of qualifications and duties, the student will indicate in writing the union position described.	2.3.1. Student will view filmstrip.	Filmstrip, "Workers/Management" Career Directions filmstrip, A Changing Times Educational Service, Publisher Austin Kiplinger, 1976	
	1.2.1. Student will discuss film and define various union positions listed on overhead.	Transparency SEE ATTACHED APPENDIX 4	Test: Student will be given descriptions of union officers and will have to identify each position as described with 80% accuracy.
	2.3.3. Student will read pamphlet "Union Elections"	Addison Wesley "Union Elections" Box B #601 Work	Students will answer questions in pamphlet with 80% accuracy.
2.4 Student will identify in writing, 5 responsibilities of a union member.	2.4.1. Student will prepare 2 questions to ask speaker concerning union membership and the negotiating procedure.	Outside speaker from labor union.	

OBJECTIVES	ACTIVITIES	INSTRUCTIONAL MATERIALS	EVALUATION
	2.4.2. Student will listen to speaker.		
	2.4.3. Student will fill out union membership application.	Form taken from "Forms In Your Future"	Collect forms. Correct and return until 100% accuracy is achieved.
	2.4.4. Student will discuss all union information presented to this point.	Transparency Teacher prepared list of questions.	Student's oral response.
2.5 Students will select a chief negotiating spokesperson, using a given list of 14 qualifications as a guideline.	2.5.1. Student will copy and discuss the importance of the 14 qualities needed in an effective negotiating spokesperson	Transparency SEE ATTACHED APPENDIX 5	
	2.5.2. Students will nominate 4 candidates and evaluate their qualifications before voting to select a spokesperson.	Notes taken from overhead projector.	Election of spokesperson containing necessary qualities.
2.6 Student will negotiate and write a labor contract as it applies to the high intensity classroom setting.	2.6.1. Student will view film.	Film: "Contract/Contract" Education Department Amalgamated Clothing and Textile Workers Union of America, New York	Student will write one paragraph discussing their reaction to information presented through film.
	2.6.2. Given 8 specifics, student will suggest items which apply to each classification as they relate to their particular classroom situation.	Eight contract specifics SEE ATTACHED APPENDIX 5	Student will write outline for contract covering 8 specific areas.

OBJECTIVES	ACTIVITIES	INSTRUCTIONAL MATERIAL	EVALUATION
3.1 Students will be able to distinguish which legislation had the greatest impact on organized labor.	3.1 Students will work in small groups to discuss the following types of legislation: 1) National Labor Relations Act; 2) Taft-Hartley; 3) Landrum-Griffin Act; 4) Right to Work Law; 5) Labor Law Reform Act of 1977; 6) OSHA Students will write (after research) why some of this legislation had more impact on unions than did others.	3.1 Documents from text: United Federation of Teachers: #33, 34, and 35. Suggested: Allow students to talk to local unions and encourage them to use the LRC for their research.	3.1 Students will compare and contrast the important legislation affecting unions and select (in writing) the legislation that had the greatest impact on unions.
3.2 From class material, students shall cite at least 5 of the 6 acts discussed.			
4.1 Cite 2 types of present day legislations affecting organized labor.	4.1 (5.1) Students will be expected to go to the LRC and a local union to gather information on the present day legislation and its effect on organized labor; also, students will compare the present day legislation and analyze the effect this legislation has on organized labor today.	4.1 (5.1) 1) Visit LRC and local Union 2) Class dittos 3) Books: Greenstone, J.David Labor in America Politics, Alfred A. Knopf, New York 1969 Gregory, Charles P. Labor and the Law, Norton, New York 1958 4) Films: "The Inheritance", Film Division, AFL-CIO Education Dept., Washington, D.C. 20006	4.1 (5.1) Students learn how to search through the use of school and community sources and to analyze the information collected.

OBJECTIVES	ACTIVITIES	INSTRUCTIONAL MATERIALS	EVALUATION
	2.6.3 Students will select a negotiating committee of four, chaired by the chief spokesperson.		Election of committee members from class.
3.1 Student will recognize the need for balance between labor and management by recognizing the needs of both parties.	3.1.1. Student will participate in the negotiation process.	"Settle or Strike" Game Communications Workers of America, 1969.	Decision to Settle or Strike
	3.1.2. Through negotiating process, student will develop contract.	Use outlines developed in previous lesson.	Final written contract be used throughout the year as a classroom work guideline.
3.2 Student will select a union steward, using checklist of necessary qualifications.	3.2.1. Student will listen to a speaker concerning the responsibilities of a steward and the grievance procedure.	Speaker holding position of union steward.	Complete questionnaire dealing with steward responsibilities.
	3.2.1. Student will read and discuss ditto "The Job of a Steward".	Ditto "The Job of a Steward" Grievance Research & Adminisration, Labor Education and Research Service, Ohio State University SEE ATTACHED APPENDIX 7	
	3.2.3. Student will read and discuss ditto "Checklist for a Good Steward".	Ditto "Checklist for a Good Steward" Grievance Research & Administration, Labor Education and Research Service Ohio State University SEE ATTACHED APPENDIX 6	Election of responsible steward.

OBJECTIVES	ACTIVITIES	INSTRUCTIONAL MATERIALS	EVALUATION
	3.2.4. Student will vote to elect a student based upon information given in handouts.	Ballots with instructions on voting procedure.	
3.3. Students will practice cooperation in the union process by following their written contract.	3.3.1. Students will take part in the union process by adhering to their written contract and by filing written grievances to settle disputes.	Written classroom contract Grievance forms SEE ATTACHED APPENDIX 8	Using contract guidelines a correctly written grievance toward settlement of a dispute.
3.4. Students will show a mature attitude toward the multi-faceted aspects of the labor contract as it affects the worker.	3.4.1. Students will read supplemental materials.	Reading Attainment "New on the Job-Some Tips" Orange #2, grade level 4.5-5.5. Addison Wesley level A "Job Benefits", Work #205 Grade level 1.75-2.9. "Retirement", Work #303 Grade level 2.9-3.9. "Take Home Pay", Work #305 Grade level 2.9-3.9	Completion of question accompanying the reading material with 80% accuracy.

CONTENT OUTLINE

- I. Introduce labor concept
  - A. Labor terms
  - B. Background information
    - 1. Brief history
      - a. Need for formation
      - b. How formed
      - c. Major landmarks
    - 2. Types of shops
      - a. Closed
      - b. Union
      - c. Agency
      - d. Open
  - C. Union organizational structure
    - 1. Officers
      - a. Duties
        - 1) Qualifications
    - 2. Steward
      - a. Duties
        - 1) Qualifications
- II. Contracts
  - A. Specifics
    - 1. Terms of wages
    - 2. Hours
    - 3. Working conditions
    - 4. Length of contract
    - 5. Management perogatives
    - 6. Discipline
    - 7. Seniority
    - 8. Grievance procedure
  - B. Negotiating committee
    - 1. How chosen
    - 2. Qualifications
    - 3. Chief spokesperson

APPENDIX I

"BECAUSE (Topic Sentence) PARAGRAPH"

Using the form below, write a topic sentence.

Next to each "because" list a reason supporting your topic sentence.

Write a concluding statement repeating the main idea of your paragraph.

TOPIC SENTENCE

BECAUSE

BECAUSE

BECAUSE

CONCLUDING STATEMENT

Now, recopy into paragraph form. Make sure you indent the first line of the paragraph and leave out underlined words from the above form.

APPENDIX 2

LABOR TERMS

1. bargaining agent
2. grievance
3. steward
4. strike
5. fringe benefits
6. boycott
7. employee
8. employer
9. picket
10. lockout
11. anti-trust
12. immigrant
13. contract
14. salary
15. production
16. management
17. arbitration
18. piecework
19. layoff

From text "Organized Labor", published by The United Federation of Teachers, Box OL
260 Park Avenue South
New York, N. Y. 10010

APPENDIX 3

COLLECTIVE BARGAINING AGENTS

1. Closed shop - The union determines who may be hired. (The Taft-Hartley Act makes this type of shop illegal.)
2. Union shop - The employer hires the worker, and then he or she must join the union.
3. Agency shop - The company hires the worker, who then has the option to join the union. If the worker chooses not to join the union, he or she must still pay an equivalent amount to the union.
4. Open shop - The union has gained a majority of the workers, but all have the option of whether or not to join. If they choose not to join, they do not have to pay an equivalent amount of money.

APPENDIX 4

UNION POSITIONS

1. Secretary-Treasurer - Acts as secretary of conventions and all meetings and maintains proceedings.
2. President - Principal elected executive officer of the union. He/she presides at conventions and meetings.
3. Steward - An individual elected by his fellow workers in a given shop or plant to deal with grievances and other matters of union businesses. Stewards are also known in some industries as committeemen.
4. Member - An individual worker who joins a labor union and allows that union to act as a bargaining agent. Members must pay dues and follow contract obligations to remain a member in good standing.

APPENDIX 5

The Chief Spokesperson

Qualities should include:

1. Command of language
2. Knowledge of operations
3. Power of decision
4. Prestige
5. Integrity
6. Dependable
7. Patient
8. Intelligent
9. Stamina
10. Convincing
11. Sense of humor
12. Open mind
13. Poise
14. Personality

A contract should include:

1. Terms of wages
2. Hours
3. Working conditions
4. Length of contract (duration)
5. Management perogatives
6. Discipline
7. Seniority
8. Grievance procedure

APPENDIX 6

CHECK LIST FOR A GOOD STEWARD

The following twenty-five items, we hope will serve as a check list or a set of goals that you might set for yourself in becoming a good steward.

1. Keep yourself informed on current events.
2. Keep yourself informed on union affairs.
3. Subscribe to the pertinent labor newspapers and magazines available to you.
4. Attend and encourage attendance at any labor education programs that might be available to you and your members.

5. Serve as an example to your fellow workers.
6. Meet the new members, inform him, educate him, help him become a member -- not just a dues-payer.
7. Keep accurate and up-to-date records.
8. Attend union meetings and union affairs. Encourage; yes, even bring the members from your department.
9. Give the membership the satisfaction of listening to their problems.
10. Get your department to act as a unit - have them stick together.
11. Hold departmental meetings or if this is not possible, consult as broad a base of the membership in your department as possible.
12. Keep the workers informed on union policies and union activities.
13. Act as a leader -- do not let personal likes or dislikes prejudice your actions as a steward.
14. Fight discrimination, whether it be overt or very discreet. Discourage it -- discourage prejudices of any kind.
15. Don't promise if you cannot deliver.
16. Don't hesitate or stall. If you don't know, admit you don't know.

17. Keep your workers informed on sources of information. Give pertinent information whenever a worker seeks it.

18. Inform the membership of union services. Encourage them to take advantage of not only the services the union sponsors outright, but those that the union helps subsidize. If your local does not already have a community services representative, encourage the local in creating one.

19. Fight the anti-union element wherever you meet it. You can best do this by being informed and being dedicated to the Labor Movement.

20. Encourage political action on the part of your members. See to it that they are registered and vote. Become an active supporter yourself.

21. Know how to refer to the union contract, by-laws, and local and international constitutions. If you are not sure, seek help so that you can become familiar with the documents.

22. Encourage and support the activities on behalf of organizing the unorganized.

23. In dealing with management, remember that you are the elected representative of your fellow members. Never consider yourself to be inferior to management spokesmen. Consider yourself their equal.

24. Be proud of your position. Remember you are a steward of your local union which has the full support of hundreds of thousands of members bound together in an international union, with the support of millions of union members affiliated with the AFL-CIO.

25. Remember your goal is to be the best steward there has ever been. Always strive for this goal. Excellence has no substitute.

APPENDIX 7

THE JOB OF THE STEWARD

1. IN ORDER TO BE EFFECTIVE, A STEWARD MUST PERFORM MANY JOBS.

   a. Unionize and/or organize workers in the department.

   b. Collect dues. Sign dues check-off card.

   c. Get workers to the meetings.

   d. Act as a communications link between union officers and members -- upwards and downwards.

   e. Support AFL-CIO Committee of Political Education (COPE)

   f. Sell the union's program.

g. Know labor legislation.

h. Handle grievances.

2. WHAT ARE SOME OF THE THINGS A STEWARD MUST KNOW AND WHAT SKILLS MUST HE HAVE?

a. Your contract.

b. Legislation and agency regulations.

c. Your department.

d. Your people.

e. Skill in "digging out" facts.

f. Skill in arguing grievances logically.

g. Skill in writing grievances.

h. Skill in saying "no" to worker who doesn't have a grievance.

i. Skill in dealing with management.

APPENDIX 8

GRIEVANCE FACT SHEET

EMPLOYEE (Student) ____________________

CLASS ____________________ CLOCK NUMBER ____________________ SHIFT ____________

DATE OF GRIEVANCE ____________________

(TEACHER/AID/HELPER)
FOREMAN/SUPERVISOR INVOLVED ____________________

WITNESSES ____________________

STATEMENT OF FACTS

WHO was involved?

WHEN did it happen?

WHERE did it happen?

WHAT happened?

WHY did it happen?

WHAT ADJUSTMENT DO YOU DESIRE?

EMPLOYEE SIGNATURE ____________

STEWARD SIGNATURE ____________

DATE ____________

Submit 3 copies - Teacher, Student, Steward

Junior High School and Senior High School Lesson Plans
Language, Arts and Social Studies
Akron Public Schools
Akron, Ohio

GRADE LEVEL: 8th Grade

SUBJECT: American History

LENGTH OF UNIT: Three Weeks

MAJOR CONCEPT

High points of history of labor from colonialization to the beginning of the twentieth century.

RATIONALE

To help junior high school students understand the importance of the American worker and labor organization in American history.

This unit is a supplement for eighth grade students who have studied American history from colonialization to the Civil War. The unit is designed for advanced American History classes.

MAJOR INSTRUCTIONAL GOALS

COGNITIVE

1. The student will understand the evolution of American economic and social conditions which led to the development of organized labor.
2. The student will understand the working conditions of the American worker during the 19th century.
3. The student will become aware of early labor leaders and labor organizations.

AFFECTIVE

4. The student will appreciate the struggle faced by the early American workers.
5. The student will appreciate the conflic parallel between the colonists of the American Revolution and the workers of America.

NECESSARY RESOURCES

American Labor, Henry Pelling, 1960
University of Chicago Press
Chicago, Illinois 60637

Organized Labor: Its Development and Growth

4 Sound Filmstrips
Current Affairs/Young World
24 Danbury Road
Wiltin, Connecticut 06897

Let Freedom Ring, Joseph H. Dempsey, 1977

Silver Burdett Company
Morristown, New Jersey

The Inheritance Film

Film Division, AFL-CIO Education
Department, 815 16th St., N.W.
Washington, D. C. 20006

OBJECTIVES	ACTIVITIES	INSTRUCTIONAL MATERIALS	EVALUATION
1.1. The student will explain that the settlement of America was due to an excess of labor in Great Britain.	1.1. Students will read chapter one (1) of American Labor and will write definitions for vocabulary listed below: indenture bond laborer slavery apprenticeship guild	American Labor Henry Pelling University of Chicago Press 1960	Quiz on new vocabulary Unit test on American Labor and class note
1.2. The student will be able to define the following terms indenture, bond laborer, slavery, apprenticeship and guild.	1.2. Short oral quiz on vocabulary. Teacher will give definition, student will write word. Teacher will give notes and lecture on Chapter One (Teacher notes are at end of unit) 1.2. Speaker presentation - apprenticeships.	Organized Labor: Its Development and Growth 4 sound filmstrips Current Affairs/Young World "Towards a New World" 1600-1800 "Factory Takes the Lead" 1800-1860 "Generation of Power" 1860-1940 "Forging New Directions" 1945-Present	Paper from panel discussion Biography of labor leaders Paper on conflict Parallel of America Revolution and Labor
1.3. The student will orally describe the three distinct characteristics of American Labor during the pre-revolutionary period.	1.3. Teacher lecture and notes on American Labor during the pre-revolutionary period. Show filmstrip 1 "Towards a New World"	Speakers Let Freedom Ring Joseph H. Dempsey, Silver Burdett Company Morristown, N. J. 1977 American History textbook.	
1.4. The student will explain the results of the Revolutionary War on the American economy during class discussion.	1.4. Class discussion and review of American economy during Revolutionary War	The Inheritance Film	

OBJECTIVES	ACTIVITIES	INSTRUCTIONAL MATERIALS	EVALUATION
1.5. The student will be able to compare/contrast the trade societies of 1790 with the workingman's parties of 1820.	1.5. Student will read Chapter Two of American Labor. Teacher will give notes and lecture on trade societies and workingman's parties.		
1.6. The student will describe the state of the American worker before the Civil War.	1.6. Show filmstrip 2 - "Factory Takes the Lead" Class discussion of filmstrip.		
1.7. The student will compare and contrast the Knights of Labor and the Federation of Organized Trade in class discussion.	1.7. Student will read Chapter 3 of American Labor. Teacher lecture on Knights of Labor and Federation of Organized Trade followed by class discussion.		
1.8. The student will be able to describe the American Federation of Labor.	1.8. Teacher lecture and notes on AFL. Show filmstrip 3 - "Generation of Power"		
1.9. The student will discuss how big enterprises could influence or control state and federal legislatures.	1.9. Teacher/class discussion of industrial growth and monopolies which developed at end of 19th century. Show film "The Inheritance". After showing film have students write what they feel was the theme of the movie.		

OBJECTIVES	ACTIVITIES	INSTRUCTIONAL MATERIALS	EVALUATION
2.1. The student will illustrate knowledge of poor working conditions faced by American worker through panel discussion.	1.92 Conference phone call Howard Metzenbaum		
	2.1 Students will be divided into two groups - workers and management of late 19th century. Each student will research and turn in a paper on their position. Panel Discussion Topic "Why/Why Not Should the American Worker Have The Right to Strike"		
	3.1 Student will read Chapter Four of American Labor. Teacher/class discussion on Samuel Gompers. Students will write a 2-3 page biography on a labor leader or labor organization of the 19th century. Students will have option of giving their report orally.		
4.1. The student will simulate the struggle faced by the American worker.	4.1 Each student will be assigned to one of the following groups at the beginning of class: a) workers at a factory b) union representatives c) management officials d) stockholders	4.1. 3x5 index cards with a group name to give student.	

OBJECTIVES	ACTIVITIES	INSTRUCTIONAL MATERIALS	EVALUA
	4.1 e) bankers f) family of workers g) state & local legislators The groups will each present to class their feelings of the given situation. Situation "Strike at local steel plant"		
	4.12 Optional activity for advanced groups "Settle or Strike"	4.12 "Settle or Strike"	
5.1 The student will identify characteristics of the American labor struggle which parallel with the struggle faced by the American Revolution.	5.1. Student will write a paper citing examples of conflict faced by the American colonists and examples of conflict faced by American workers. The student will conclude paper by comparing these two conflicts and the outcomes.		
	5.12 Speaker presentation by an arbitrator - explain his career; how conflict is dealt with in negotiations	Professional Arbitrator	

TEACHER NOTES
INSTRUCTIONAL GOAL ONE

All notes were taken from the book American Labor by Henry Pelling which is a vital part of this unit.

Objective 1.2

Indenture - A person who sold his services, usually for the price of transportation to the colonies. These people either came freely or were "criminals".

Bond Laborer - A person who sold his labor in Europe for the price of his labor and his debt from travel.

Slavery - A type of labor in which servitude was permanent. Blacks from Africa who were involuntary immigrants.

Apprenticeship - Usually lasted seven years while learning a trade from an experienced craftsman.

Guild - The first sign of industry organization.

Objective 1.3

Distinct characteristics of American labor during the pre-revolutionary period.

1. Diversity of economy and social structure
2. Close ties with agriculture
3. High rate of wages for all free labor.

Revolutionary War

1. Tended to improve life of worker
2. Little restrictions of land ownership.

Objective 1.4

Post revolution period

1. Population increases
2. This population growth increased need for manufactured goods.
3. Large scale production needs a factory

Objective 1.5

Trade societies - 1790

First local in character.
Purpose was to provide mutual insurance benefits and social advantages to members.
Aim was to maintain rather than advance existing wages.

Workingmen's Parties - 1820's
Their demands were:
1. Universal free public educatio

2. Strong opposition to extension of banking services
3. Abolition of imprisonment for debtors
4. Changes in militia law
5. Mechanics' lien law

Objective 1.6

Labor in 1840's
Great increase in immigration
Factory workers were women and children.
"Protective associations" formed by philanthropists

Labor in the South
Slavery was profitable.
Eli Whitney's cotton gin (1793) had given slavery a new lease on longevity.

Labor before Civil War

1. Consolidation of slavery
2. Increase in immigration
3. Advance of industrial techniques.
4. U. S. was still an agricultural country.

Civil War

1. Industry grows
2. Labor unions revive
3. Revival of national unions
4. National labor union

Objective 1.7
Knights of Labor - 1869

1. Founded by garment cutters' benefit society
2. Uriah Stephens establishes an "order" with local, direct and general assemblies
3. A secret organization, helped protect unions.
4. Adopted a constitution
5. 1881, abandons secrecy and membership grows
6. Boycott was favored against strike.

Federation of Organized Trades and Labor Unions - 1881
1. Growth was slow at first
2. Emphasized need for federal and state legislation to protect trade union property

Objective 1.8
American Federation of Labor
1. December, 1886 - Columbus, Ohio
2. Trade union call a convention
3. American Federation of Labor is born.
   The Federation of Organized Trades and Labor Unions was absorbed into this body.
4. Built to survive stress and strive of economic boom

Junior High School and Senior High School Lesson Plans
Language, Arts and Social Studies
Akron Public Schools
Akron, Ohio

GRADE LEVEL 11

SUBJECT American History

LENGTH OF UNIT Two weeks

MAJOR CONCEPT

Labor legislation and evaluation of unions.

RATIONALE

The purpose of this unit is to acquaint students with the impact of legislation on the growth and development of unions. Students will be acquainted with specific labor legislation and how this legislation has served to influence the socio-economic development of American history and specifically the welfare of the American worker.

MAJOR INSTRUCTIONAL GOALS

COGNITIVE

1. Students will recognize the importance of legislation in the formation of unions.
2. Students will know how legislation affected workers during the growth of labor.
3. Students will know the important types of legislation that helped form unions.
4. Students will know present day legislation regulating organized labor.
5. Students will recognize differences between various present day legislation affecting labor.

AFFECTIVE

6. Students will appreciate the workers' struggle to acquire needed legislation that helped organized labor.
7. Students will appreciate how workers' attitudes were affected by different kinds of legislation at different periods of union growth.
8. Students will appreciate the importance of present day legislation to maintain the status organized labor has achieved.
9. Students will be conscious of the effect of the Right to Work Laws vs. the proposed Labor Law Reform Act of 1977 on organized labor and be able to analyze the effect on the job market of today.

NECESSARY RESOURCES

Organized Labor
United Federation of Teachers
Box OL
260 Park Avenue South
New York, New York
Documents 33, 34, and 35
Text: Adventures of the American People
(Akron Board of Education)
Films: "Labor's Participation in the Political Process", "Labor's Legislative Program" (Association-Sterling, 866 Third Ave., New York, New York - Att. OB)
Books: Akron Board of Education, Adventures of the American People, Alfred A. Knopf, N. Y. 1969
Gregory, Charles P., Labor and the Law, Douglas, Paul H., The Worker in Modern Politics, Alfred A. Knopf, New York, 1969.
Field trips to union organizations

Learning Resource Center (LRC)

OBJECTIVES	ACTIVITIES	INSTRUCTIONAL MATERIALS	EVALUATION
1.1 Cite 4 types of legislation that affected organized labor prior to 1960.	1.1 Have students examine documents pertaining to each of the 4 types of legislation.	1.1 Documents from the text designed by the United Federation of Teachers Documents: 33, 34 and 35.	1.1 Students will write 4 types of legislation during the growth of organized labor prior to 1960 without the use of notes. 1) Commonwealth vs. Hunt 2) National Labor Relations Act 3) Taft-Hartley Act 4) The Landrum-Griffin Act
	1.2 Students must write the similarities and differences of each of the 4 types of legislation.	1.2 To discuss Commonwealth vs. Hunt, use text *Adventures of the American People* (Akron Board of Education)	
2.1 Students will be able to identify 3 ways legislation affected workers throughout organized labor's history.	2.1 Students (after class discussion) will discuss the following topics in groups of 4: 1) Has legislation made unions more sophisticated? 2) Have union leaders become more responsible leaders? 3) Has legislation contributed to "fairer" collective bargaining? 4) Have workers today become more unified because of legislation? After discussion students will list 3 ways legislation has affected workers belonging to unions.	2.1 Use text, *Adventures of the American People* (Akron Board of Education) Overhead - Show questions for discussion. Films: "Labor's Participation in the Political Process" and "Labor's Legislative Program" (Association-Sterling, 866 Third Ave., New York, N.Y. Attn. OB)	2.1 Students will be able to list how legislation affected union workers in the following categories: 1) More sophisticated unions 2) Better union leaders 3) More realistic collective bargaining 4) Workers more unified

OBJECTIVES	ACTIVITIES	INSTRUCTIONAL MATERIALS	EVALUATION
6.1 Students will cite the 6 discussed problem areas which legislation created and cite at least one specific example for each.	6.1 Students will be divided into small groups. Each group will be assigned situations that will require students to role-play their solutions. Each student will be assigned specific assignments relating to the group situation. Suggested topics of problems created by legislation upon unions: 1) strikes; 2) financial problems; 3) moral issues; 4) fear of violence; 5) public image; 6) legal issues. Students must "act" out the problems they are faced with and their solutions (students may use their own method).	6.1 LRC; posters; pictures; visit local unions; text, Adventures of the American People (Akron Board of Education) Suggested books: Yellen, Samuel, American Labor Struggles Arno Press, New York, 1969. Douglas, Paul H., The Worker in Modern Economic Society, Arno Press, New York, 1969. Greenstone, J. David Labor in American Politics, Alfred A. Knopf, New York 1969. Gregory, Charles P., Labor and the Law, Norton, New York, 1958	6.1 Students will learn how to work in groups. Students will illustrate what they have learned through "role-playing".
7.1 Given the 4 discussed time periods, cite specific attitudinal changes in workers which resulted from enacted legislation.	7.1 Students will be required to use the LRC to research the types of legislation and the effect on the attitudes of workers during the following time periods: 1830-1878; 1879-1900; 1901-1960; or 1960-present.	7.1 Poster; LRC; any material they will need to present their report.	7.1 Students will learn how to use the LRC. Students will become accustomed to speaking in front of a class.

OBJECTIVES	ACTIVITIES	INSTRUCTIONAL MATERIALS	EVALUATION
			7.1 Students will be able to formulate ideas of how legislation affects the attitudes of workers at different periods of history; 1830-1878; 1879-1900; 1901-1960; 1960-present.
8.1 Using discussion materials, students will be able to cite 5 effects of present day legislation upon the power of unions today.	8.1 Students will give an oral report discussing how present day legislation has affected the power of unions today. Student will be expected to put together a collage illustrating his findings.	8.1 LRC; teacher dittos; local unions Suggested films: The Inheritance , "Labor's Legislative Program" Association-Sterling, 866 Third Ave., New York, ATT.OB	8.1 Students will be given an essay question "What were 5 of the effects of present day legislation on the power of unions?", and to be turned into teacher. Students will be allowed to use notes.
9.1 Students will be able to note 3 effects on workers and the job market of "Right to Work Laws" vs. the proposed Labor Law Reform Act of 1977.	9.1 Students will be divided into 2 groups: 1st group - Supportive of the Right to Work Law. 2nd group - Supportive of the proposed Labor Law Reform Act of 1977. Students will debate with each other their evidence.	9.1 Ditto from teacher explaining rules of debate. LRC; local unions; Ohio Bureau of Employment Services; local business. Any materials the students need to use.	9.1 Students will come into contact with group work and the mechanics of researching. Students will learn to separate evidence from emotion or personal beliefs.

DOCUMENT 33

Basic Labor Legislation: The National Labor Relations Act

From: Brotherhood of Railroad Trainmen, the Pros and Cons of Compulsory Arbitration, Brotherhood of Rail-Road Trainmen, Cleveland, 1965.

The National Labor Relations Act (Wagner Act) is the principal labor relations law of the United States. Along with two subsequent laws, the Taft-Hartley Act and the Landrum-Griffin Act, this statute defines practically all of the rights of unions, management, and the public in respect to collective bargaining.

Wagner Act of 1935 (National Labor Relations Act) was enacted during the Great Depression and the period of the New Deal. This act has been described as the Magna Carta of labor and permitted the tremendous expansion of labor union organization over the past thirty-five years. It created the National Labor Relations Board (NLRB) to promote equality of bargaining power between employers and employees and to reduce the causes of labor disputes. The law recognized the right of workers to organize and join labor organizations and to choose representatives for collective bargaining and other purposes. The chief features of the Wagner Act are as follows:

1. Employers must bargain collectively with representatives of workers.
2. Workers elect their bargaining agent by secret ballot. This union is then certified by the NLRB as the exclusive bargaining agent for these workers.
3. Employers are forbidden to engage in "unfair labor practices" specified in the act. These include dominating, interfering, and discouraging membership in labor organizations.

Questions for Inquiry and Discussion

1. What did the National Labor Relations Act force employers to do?
2. Describe the two steps for selecting a bargaining agent.

DOCUMENT 34

Basic Labor Legislation: The Taft-Hartley Act

From: Brotherhood of Railroad Trainmen, the Pros and Cons of Compulsory Arbitration, Brotherhood of Railroad Trainmen, Cleveland, 1965.

Taft-Hartley Act of 1947 was enacted by Congress in an attempt to establish a new balance of power in the collective bargaining process. Adequate safeguards for management and the individual workers against the growing strength of unions was felt to be in the national interest. The major provisions include the following:

1. Closed shops are prohibited.
2. Sympathy strikes, jurisdictional strikes, and strikes of federal government employees are prohibited.
3. The President is empowered to request an 80-day injunction in strikes threatening the national health and safety.
4. Labor unions and corporations are prohibited from making political contributions in federal elections.
5. Unfair labor practices of unions are specified in the act. These practices include coercing employees to join unions, charging excessive initiation fees, and refusing to bargain collectively.

Questions for Inquiry and Discussion

1. Who do you think was instrumental in getting the Taft-Hartley Act enacted?

2. Whom does it protect?
3. What are workers forbidden to do?
4. Describe how these limitations reduce the power of the unions.

DOCUMENT 35

Basic Labor Legislation: The Landrum-Griffin Act

From: Brotherhood of Railroad Trainmen, the Pros and Cons of Compulsory Arbitration, Brotherhood of Railroad Trainmen, Cleveland, 1965.

Landrum-Griffin Act of 1959 (Labor-Management Reporting and Disclosure Act) was passed by Congress to regulate some union practices and insure the civil liberties of union members. The provisions of this act were specifically directed at situations uncovered in some unions by congressional investigating committees. The major provisions include the following:

1. A bill of rights guaranteeing to union members freedom of speech and assembly, open union meetings, and democratic elections.
2. Unions are required to file regular reports with the United States Secretary of Labor on all financial dealings.

3. The secret ballot is specified for union elections, and limits on terms in office are established.

4. Union officers are made responsible for union money, and communists and ex-convicts are banned from holding office.

5. Secondary boycotts are further restricted.

Questions for Inquiry and Discussion

1. Which provisions of the Landrum-Griffin Act work to insure democracy within the unions?

2. Which provision further limits the power of unions?

3. Describe your position on the right of unions to engage in secondary boycotts. Give precise reasons why you feel you are right.

LABOR EDUCATION IN OTHER CURRICULA

The classroom teacher who wishes to incorporate concepts of labor into his teaching can do so in a number of ways. A complete unit of study surrounding a labor topic can be developed, or concepts can be mentioned at appropriate times throughout the regular instruction. The latter approach is adaptable particularly for the teacher who already is utilizing career education. For example, in the study of an occupation, students should learn whether or not the workers are organized as well as the existing labor-management relationship in the field. As students learn about "good worker attitudes", they can also learn how these attitudes are reflected in union membership. Following are just a few examples of additional ways in which labor education can be incorporated into school curriculum apart from the instructional units already given.

English - Language Arts - Music

In the teaching of poetry or music, teachers can draw from the wealth of labor songs in America. There is a book entitled Songs of Work and Freedom by Edith Fowke and Joe Glazer available from the Labor Education Division of Roosevelt University, Chicago which is a compilation of labor songs. These songs provide insights into the struggles of working people in America's history and amplify the origins of working class values.

In lessons on biography, students can read about the lives of famous labor leaders. In language arts, where students sometimes are required to research occupations, paid positions in organized labor can be included in those occupations. In units on the newspaper, media or propaganda, many examples can be used to demonstrate the sometimes false impressions people are given by the media regarding unionism.

Science

An example of a "well-integrated" chemistry career labor lesson is inviting an industrial hygienist -- perhaps from an international union -- to discuss toxic chemicals and hazardous conditions in the workplace, the Occupational Safety and Health Administration (OSHA), the union's position on these issues and the work duties of an industrial hygienist.

Science teachers also can point out the massive changes science and technology have made and how these changes have and will affect the labor force.

Mathematics, General Business, Economics

Students should understand the concept of "fringe benefits" and realize how important they are to the worker. A learning activity can be to mathematically compute hourly wages and overtime. Many teachers utilize units on the computer as a vehicle for learning mathematical principles. Included in this study can be an investigation of how many workers are displaced or replaced by the computer and other advanced technology.

In the senior high school, students are often given the opportunity to explore in depth a career of their interest. This exploration may be related to their social studies or economics class, or to some special career exploratory program. Students can spend time observing the daily tasks of union officials and relate the experience to their own career goals.

DEVELOPING A LABOR-EDUCATION
MULTI-MEDIA RESOURCE CENTER

Establishing a Labor-Education Multimedia Resource Center can be done simply and at a relatively low cost.

Most schools do not have the additional funds to finance such a center as an individual unit in its own location; therefore, it is more practical and economical to incorporate the center into the regular learning resource area or library of the school.

The assimiliation of a Labor-Education Center into an already existing facility accomplishes two goals: 1) the center can be accommodated and maintained at a reasonable cost, and 2) the center and its materials gain a higher degree of utilization by the students and the teaching staff because of its accessibility.

If individual schools do not have learning resource facilities, then a building that does, and is centrally located, should be chosen to house a Labor-Education Center so that it can be used as a magnet resource area for feeder schools.

The learning resource center should implement a multimedia approach. The purpose of a multimedia program is three fold: 1) encourage individual growth, 2) support and enrich the curriculum and 3) teach media and library skills to both students and teachers.

The multimedia center should encompass the use of printed materials, slides, films, filmstrips, recordings and tapes. Other valuable local resources to include are: 1) in-school produced instructional units, 2) a file of organizations which permit field trips and 3) a file of human resources including community members who can serve as speakers. Whenever possible, audio-visual equipment should be located in the center and be easily available for use by students and teachers.

Materials such as pamphlets, books, magazines, newspapers, reports and other resources can be ordered free from many business, labor, government and private organizations. One of the most important things to stress in this area is that these materials must be updated constantly in order to be effective. At least once a year the individual in charge of the center should notify those groups who are providing free and current materials that the center is still interested in remaining on their mailing lists.

One person should be given responsibility for administering the Labor-Education Center in order to assure that it is operated properly on a day to day basis and that new materials continuously are being filed and updated. The librarian should be assisted by a committee that should include a teacher, guidance counselor, career coordinator and a representative from local labor. A student representative would be a valuable addition to the committee. Each committee member should be responsible for acquiring and disseminating materials and information to his/her respective groups. The committee also can add valuable input toward the direction and policies which the center adopts.

A major goal of any multimedia center is to devise an orientation program for students and teachers in order to familiarize them with materials that are available and to instruct them on the proper use and maintenance of audio-visual equipment.

The Labor-Education Multimedia Resource Center can be a viable and effective asset to any school resource area or library. It can provide students and teachers with materials and lists of human resources that will enable them to understand better the significant correlations between career and labor education.

The multimedia center can enhance the individual growth of teachers and students and complement and support the curriculum in the career education and social studies areas.

Labor-Education Material

The following descriptions represent the minimum materials on labor education that should be available in a Multimedia Resource Center.

1. Publications of the Bureau of Labor Statistics. Lists current labor publications. Write to: Bureau of Labor Statistics, 441 G Street, N.W., Washington, D. C. 20212. Free copy.

2. The Educator's Guide to Free Guidance Materials. Published annually by Educator's Progress Service, Randolph, Wisconsin 53956. Request current price. Contains hundreds of classroom materials that could either be borrowed or are free.

3. The Occupational Outlook Handbook Contains in-depth information on individual occupational areas. Request current price. Write to: The Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402.

4. Publications of the U. S. Department of Education Request materials on career education. Write to: Office of Career Education, Department of Education, Washington, D.C. 20202.

5. The College Placement Annual. Lists the occupational areas of need, expected in the future for college graduates. Request current price. Write to: College Placement Council, Inc., P. O. Bo 2263, Bethlehem, Pa.

6. Monthly Labor Review. Monthly update reports on various labor topics. Request current price. Write to: Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402

7. American Labor Magazine. Discusses labor viewpoints on programs topics. Request current price. Write to: Com Cor, Inc., 101 W. 57th St., New York, N. Y. 10022

8. Labor History. Discusses the historical development of the labor movement. Request current price. Write to: Tamiment Inst., 7 E. 15th St., New York, N. Y. 10003.

9. Other Labor Magazines:

American Federationist
AFL - CIO
815 16th St., N.W.
Washington, D. C. 20006

American Teacher
American Federation of Teachers
11 Du Pont Circle N.W.
Washington, D. C. 20036

CWA News
Communication Workers of America
1925 "K" St., N.W.
Washington, D. C. 20005

The Government Standard
American Federation of Government Employees, 1325 Massachusetts Ave. N. W., Washington, D. C. 20005

Labor Unity
Amalgamated Clothing and Textile Workers Union, 770 Broadway, New York, N. Y. 10003

Light
Utility Workers Union of America
Suite 605, 815 16th St., N.W.
Washington, D. C. 20006

Solidarity
United Autoworkers
8000 E. Jefferson Ave.
Detroit, Michigan 43214

Steel Labor
United Steelworkers of America
2457 E. Washington St.
Indianapolis, Ind. 46201

United Rubber Worker
United Rubber, Cork, Linoleum and Plastic Workers of America
67 S. High St., Akron, Ohio 44308

Vindicator
American Postalworkers Union
P. O. Box 1111
Columbus, Ohio 43216

10. Audio-visuals
AFL-CIO Film Catalogue

Over 200 labor films available. Publication No. 22. Available from: AFL-CIO Pamphlet Division, 815 16th Street, N.W., Washington, D. C. 2000 44 pages. Single copy free, 60 cent each for additional copies.

Modern Talking Picture Service, Inc.
2323 New Hyde Park Rd.
New Hyde Park, N. Y. 10040

Send for information on films and video tapes.

Social Labor Resources address
and contact persons.

Current published curriculum
projects involving labor

a. Battle Creek School Dist.
Administration Office
3 W. Van Buren
Department of Curriculum
Battle Creek Public Schools
Battle Creek, MI 49016

b. Newark School Dist.
Administration Office
2 Cedar Street
Department of Curriculum
Newark Public Schools
Newark, New Jersey 07102

c. Office of Curriculum and
Instruction
The School District of
Philadelphia
21st and Parkway
Philadelphia, Pa. 19103

. Copy of "Labor Unions - "Progress and Promise"

d. Kenneth L. Gagala
University of Minnesota
Labor Education Service, IRC
447 BA Tower
271 - 19th Avenue South
Minneapolis, Minn. 55455

Copy of "The Age of Employment-A Secondary School Curriculum in Labor Relations"

e. Instructional Services Department
Flint Community Schools
923 E. Kearsley St.
Flint, MI 48502

. Copy of "The Work We Live By - Careers/Economics"

f. Greg Murtagh
Director of Education
Ontario Federation of Labor
15 Gervais Dr.
Don Mills, Ontario, Canada M3C 1Y8

Copy of curriculum on labor studies

g. Mr. Dan Gustafson, Secretary-Treasurer
Minnesota AFL-CIO
175 Aurora Avenue
St. Paul, MN 55103

Copy of "The Story of Labor in American History" -- a Resource Unit for Senior High School American History"

i. Charles W. Miller
American Federation of Teachers
4276 Ohio
Gary, IN 46409

Copy of "The Place of Labor in American Society -- A Teachers' Resource Unit"

j. United Federation of Teachers
Local 2
250 Park Avenue South
New York, N. Y. 10070

Organized Labor - Study of Labor in America

13. Selected Instructional Resources for the Teaching of Labor in Career Education.

a. "Labor Unions: What You Should Know"
Guidance Associates
737 3rd Avenue
New York, N. Y. 10017

2 sound filmstrips explain the nature of unions, membership responsibilities, grievance procedures, and major terms associated with unions.

b. "Organized Labor: Its Development and Growth"
Current Affairs
4 sound filmstrips trace the history of organized labor in the U. S. in the periods:
1600 - 1800; 1800 - 1860;
1860 - 1940; 1945 - present

c. "Unions and You"
Changing Times, EMC, St. Paul 55101
Unit 6 of a series entitled "Career Directions." 2 sound filmstrips with student booklets cover many aspects of union activities.

d. "Settle or Strike"
Communication Workers of America
1925 K St., N. W., Washington, D.C. 20006
Simulation, can be played by up to 8 players. Gives participants experience in negotiating a contract.

e. Brief History of the American Labor Movement
U. S. Department of Labor, Bureau of Labor Statistics Bulletin 1000
Brief, inexpensive resource book.

f. Organized Labor: Source-Materials for the Study of Labor in America
United Federation of Teachers
New York, N. Y.
Reference for teachers. Contains extensive teaching units plus 4 posters.

g. "The Inheritance"
Amalgamated Clothing and Textile Workers Union
(available for rental - Film Division AFL-CIO Department of Education). A 55-minute film which traces the struggle of American workers against economic exploitation.

3. The following teaching/resource materials are part of a comprehensive unit prepared in the Minneapolis, Minnesota, Special School District #1. The teachers involved in the preparation of these materials represented both junior high school and senior high school levels. Included is a section on the garment industry.

The Story of Labor in American History
A Resource Unit for Senior High School American History
Minneapolis Public Schools
Minneapolis, Minnesota

Teacher Material

RATIONALE

The status of organized labor on the current American scene is difficult to ascertain. To a degree, most adult Americans are aware of the influence and accomplishments of organized labor and its leaders. This awareness, however, may or may not be accurate. Adult Americans have, since the 1930's, lived through and experienced the dynamic growth and influence of organized labor. Names of the leaders of large labor organizations are familiar as the names of popular political leaders to many adult Americans. The students of the 1970's, however, tend to view labor and its leaders with somewhat the same detachment as they view the leaders of the War of 1812.

It appears to the authors of this unit that the present student population in many of the secondary schools in Minneapolis are limited in their knowledge about the contributions of organized labor to American life.

Every student, either now or in the near future, as he moves into a more active phase of American economic life, will be influenced by organized labor. To a greater or lessor degree, all of us--students, teachers, workers, and employers--are now influenced, either directly or indirectly by American labor and its activities.

It is essential that students have opportunities early in their lives to expand their knowledge about organized labor. It should be made apparent to the student that the stability and growth of our economic system is intimately tied to the activities of organized labor. Students should be involved in a new appraisal of labor organizations; an appraisal of both its successes and failures.

It is time to examine the image of organized labor and to begin to probe behind that image. Investigations of the strategies and interactions between labor and management can lead to a better understanding of the difficulties in maintaining a balance between worker security and employer's rights.

It is the authors' hope that by exposing students to an honest and, hopefully, exciting study of organized labor that students will have a better understanding of organized labor's past, appreciate its contributions to American life, and become interested in participating in the future efforts of organized labor.

This curriculum unit was designed to be used as a separate unit of study or as supplementary material which could be integrated into a chronological study of American history at the senior high level.

The authors hope that this unit will provide teachers and students with a variety of materials, strategies, and learning activities to stimulate and facilitate a study of organized labor. It was the intention of the authors to produce a unit for study that is not necessarily comprehensive, but fast moving, and one that will provide opportunities for student involvement and inquiry.

This curriculum unit should be considered as an experimental thematic approach to the study of labor. It is the firm conviction of the authors that only by continuous experimentation with new curriculum materials and strategies can progress be made toward providing students with a more "relevant" education. We assume that this new curriculum effort will be viewed as a structure for ongoing change and revision.

The teacher should examine carefully the strategies and materials presented in the total unit to determine those that would be most appropriate for his teaching situation.

The first unit, "Initiatory Activities," is intended to introduce students to many of the concepts and strategies that will follow in the later units. This unit is designed to stimulate student interest and, hopefully, help motivate them to engage in the activities that follow. The individual teacher should carefully review the activities to determine the length of time and the order which he feels most useful for his students.

The second unit, "Tale of Three Unions," examines three separate unions. This unit does not study the three unions in any great depth, but rather uses a variety of material to give students an idea of the conditions, background, and problems of the three unions. The garment union was selected because of the proximity of a rather substantial garment industry in and near Minneapolis, which should provide students with local information about union and industry problems. The teacher's union was selected because it provides an example of a locally based "new type" of union. The dramatic increase in membership is in the American Federation of Teachers, and other public employee unions indicate that this new kind of union will be a major force in the labor movement in the years ahead. The mining union was included because it represents a union that historically was involved in many of the major domestic conflicts between management and labor in attempting to organize their workers. This union also represents an industry that is declining in importance in the total economy and in number of workers, and will probably continue to decline in the decades ahead. The economic forces that have affected the mining industry also have applications to many other industries and unions.

The last unit, "Labor Today and Tomorrow," is an attempt to assess organized labor's position in the 1970's and suggest future programs that may help organized American labor meet the demands of a changing society.

At the end of the unit is an "Assessment Section." It includes devices for evaluating and assessing the teachability of the material as well as changes in students' knowledge and attitudes about American labor. We urge that both students and teachers take time to assess those sections of the unit which were used. The Department of Social Studies of the Minneapolis Public Schools and the Minneapolis Central Labor Union Council would welcome your suggestions for revising this material.

The unit is divided into teacher material and student material and each page is identified as such in the upper right hand corner.

The authors would like to state again that this unit was written with the intention that it be used as a guide to the study of organized labor and that the individual instructor should continue to be selective and innovative with a wide variety of methods and materials.

The statement of instructional objectives that follows attempts to delineate some of the skills of critical thinking, group discussion, and group dynamics, central to the unit. Affective objectives have a direct relationship to skill objectives. A focus on the study of organized labor clearly requires an integration of information, concepts, skills and values. It is hoped that the learning of these related objectives in the context of organized American labor will enhance the transfer of learning.

INSTRUCTIONAL OBJECTIVES FOR STUDENTS

Upon completion of this unit, students should be able to demonstrate the following:

- Students will be able to identify and discuss verbally the major contributions of organized labor to American economic and social life.
- Students will be able to identify in writing the major legal strategies that are available to labor to help settle labor-management disputes.
- Students will show research skills by investigating thoroughly at least one union's struggle for acceptance.
- Students will demonstrate their understanding of ethical behavior in labor-management relations by verbally expressing their own ethical behavior in the game of "Labor Ethics."
- Students will demonstrate their understanding and awareness of the problems and concerns of both labor and management by active participation in a labor-management simulation from the unit.
- Students will be able to identify, verbally or in written form, the economic and social factors that led to the organization of a specific industry.
- Students will demonstrate, given a labor-management dispute, a solution or possible solutions, which would possibly be acceptable to both sides.
- Students will be able upon request to list the major statutes, both state and local, that presently guide labor and management in the settling of their differences.
- Students will be able to suggest in writing at least two possible future trends that may help organized labor meet the demands of a changing society.
- Students will be able to interpret, in writing or orally, conflicting data and evidence, to generalize, to explain, to evaluate and make decisions in support of an idea or a position.

SUBSTANTIVE QUESTIONS

The following questions can be used as evaluative tools or as guides for the teaching/resource unit:

- What claims may workers make against their employers?
- What techniques may workers legally use to influence or change their employer's policies?
- What role does/should public interest play in labor-management disputes?
- What legal restrictions, if any, should be placed on labor and management?
- What is the role of government arbitration in labor disputes?
- What economic and social conditions led to the organization of labor?
- What future roles do you see for organized labor in a changing economic world?
- What changing economic and social conditions have hindered the growth of organized labor?
- What roles does/should organized labor play in our total economic system?

INITIATORY ACTIVITIES

The following activities are designed to have the student:

1. Assess his knowledge of American labor
2. Gain a general background into unions and their methods.
3. Investigate the parameters of labor negotiations and ethics.

Activity #8 is presented to fulfill two functions. The first is to give the teacher a number of alternative activities which can be used in lieu of the prescribed activities. Also, the activities can be used to supplement class instruction throughout the unit. They can be assigned as group work or as individual projects.

The material is organized to be selected on the basis of time and student abilities. We recommend that one of the general inventories be used as well as all activities #3 to #7 if time permits. Activities #1, 2 and 7 (The Game of "Labor Ethics") can also be used as evaluative tests at the conclusion of the unit.

The following material may also prove valuable to the teacher in planning the unit:

1. The Role of Unions in The American Economy, Marshall and Rungeling, Joint Council on Economic Education, New York, 1976
2. The Story of Labor in American History -- John Matlon, Minnesota Federation of Teachers.
3. Viewpoints on American Labor -- Random House, New York. Includes: a) 35 problem cards which introduce personal research projects; b) 4 copies of "Bread and Roses" by Milton Meltzer; c) 4 documentary booklets; d) filmstrip on unit; e) simulation game, Hard Rock Mine Strike; f) audio-journal record, "Strike".
4. Settle or Strike, Communications Workers of America, Education Department. Simulation game on union-management collective bargaining.
5. Strike, Interact, Lakeside, CA. Simulation game on conflicts at the late nineteenth century and today. Concerns labor-management conflicts in Pennsylvania.

- INITIATORY ACTIVITIES -

LEARNING ACTIVITY NO.	TEACHING TIME CLASS PERIOD	MAJOR IDEAS AND SKILLS
#1 - Pre-Post Test (Informal Survey)	1/2 to 1	Assessment of student knowledge about organized labor. Can be used fo class discussion or written assignment. Should be used as (post) instrument at conclusion of the unit.
#2 - True/False (Inventory)	1/2 to 1	A formal assessment instrument for both pre- and post-evaluation.
#3 - "The Role of Labor Unions"	1 to 2	Background information on unions. Historical and contemporary data. Discussion, critical reading, vocabulary, and graph reading skills.
#4 - "Collective Bargaining in Organized Markets"	1 to 2	Background information. Critical reading, vocabulary, chart reading, interpretation of data.
#5 - "Labor-Management Simulation"	2 to 4	Increase awareness of problems/concerns of labor/management. Decision-making, generalizing, evaluating the collective bargaining process.
#6 - "Research" (Assignment)	2 to 4	Background information; the key concepts, dates, events, and legislation of labor/management conflicts. Library research skills emphasized
#7 - "The Game of Labor Ethics"	1 to 3	Student makes "value" decisions and defends those decisions regarding imaginary labor/management dilemmas. Decision-making and evaluations in support of a position.
#8 - "Supplementary Individual and Group Activities"	--	Research skills of interpreting data. Evidence to explain, to evaluate. Designed to supplement or be used in lieu of suggested activities. They may be handled either as group work or individual assignments.

ACTIVITY #1

PRE-TEST SURVEY -- Informal

(1) Does anyone in your family belong to a union?

(2) Can you name the union?

(3) Can you provide the official names of any unions? (List them.)

(4) What do unions do?

(5) Are unions necessary?

(6) Is anyone in your family required to join a union?

(7) Do teachers belong to a union?

(8) How do unions get their money?

(9) What do unions do with their money?

(10) What are the names of some of the leaders of labor?

(11) Why do unions go on strike?

(12) Would you be willing to join a union?

(13) How do you join a union?

(14) Should policemen, firemen, and mailmen be allowed to strike?

(15) Do unions have large memberships in Minneapolis? Minnesota? or the United States?

(16) Are union members required to attend meetings?

(17) Should all workers be required to join a union?

(18) Should workers be denied membership in a union?

(19) Should one union support another union on strike?

(20) Should non-striking workers be denied their right to work?

ACTIVITY #2 (contd.)

ANSWERS TO INVENTORY

Correct Answer	Explanation
1 - False	Numbers increased from 20.7 million in 1968 to 22.8 million in 1978, but the percentage of the non-farm work force which is capable of being unionized declined from 36.8% to 32.5%.
2 - True	The amount of time lost in 1979 was 35 million man-days compared with 43 million man-days lost in 1969. As a percentage of total working time, it dropped from .28 to .15%. More time is lost due to sickness, traffic jams and bad weather.
3 - False	The greatest losses of union membership have been among workers in those industries (mining, transportation and manufacturing) which have been most heavily impacted by automation and advanced technology.
4 - False	The typical labor-management agreement provides that seniority will be the controlling factor in determining promotions only where ability is relatively equal.
5 - False	Although a contributing factor, wage demands have not been higher than the inflation rate.
6 - Opinion	
7 - False	In 1978 out of 70.2 million non-supervisory, non-agricultural wage-salary workers only 22,880,000 could be unionized. Thus, less than 50% of American workers are unionized. Of that total only 6,119,000 workers were AFL-CIO affiliated in the manufacturing sector.
8 - True	As a result of collective bargaining wages have increased as follows: 1959 - 3.5%; 1961 - 2.7%; 1965 - 3.4%; 1969 - 5.1%; 1970 - 8.0%; 1978 - 8.2%; 1979 - 9.1%; 1980 - 9.3%.
9 - Opinion	
10 - False	Based on question #7.
11 - False	In 1979, of the issues involving work stoppages, wage changes made up 66%. Other issues involved were supplementary benefits, job security, hours of work, contract details, union organization, plant administration, working conditions, inter-and intra-union matters.
12 - True	But athletes who are unionized are still in the minority.
13 - True	
14 - False	For example: 1970 production worker - wage $3.14; two-week strike; lost wages - $125.60 - percentage increase, 7% - for one year minus inflation - $65.31.

ACTIVITY #2

T or F

______1. More and more workers are joining unions and unions have greatly increased their membership over the past twenty years.

______2. America now has few strikes, and the lost man-hours to labor disputes has decreased.

______3. Unions have successfully resisted the introduction of major technological change.

______4. Most people believe union seniority rules are barriers to the promotion of able men.

______5. Union demands for higher wages are the main cause of inflation.

______6. If it were not for unions, people might lose their jobs because of favoritism.

______7. Unions are too powerful.

______8. Unions have improved the standard of living of the American worker.

______9. Unions are guilty of "racketeering" and misuse of funds.

______10. Most wage earners belong to unions.

______11. In union disputes, management is only concerned with profit and unions with wages.

______12. Professional athletes belong to the AFL/CIO.

______13. Public employees (postmen and policemen) do not have the right to strike in most states.

______14. The money a worker loses during a strike is made up in increased wages.

______15. Most union disputes are settled by strikes.

______16. All major industries are unionized.

______17. Young workers played a significant role in the history of organized labor.

______18. Some unions favor a 32-hour work week.

______19. Unions provide fringe benefits (pension plans, hospitalization) for their members.

______20. Strikers get paid when out of work.

______21. When the police strike, the National Guard must take over their responsibilities.

______22. Medical personnel are not allowed to strike.

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ACTIVITY #2 (contd.)
Answers to Inventory

Correct Answer	Explanation
15 - False	For example: 1979 Number of work stoppages: 4,872 Average duration: 32.1 days Number involved: 1,727,000 Percent of total employed: 1.9%
16 - False	See question #7
17 - True	
18 - True	Part of AFL-CIO policy, usually associated with a four-day week.
19 - True	Part of contract negotiations. See question #11.
20 - True	Unions do have strike funds, but the amount is from workers' dues and not every union established such funds; nor do workers receive employment compensation.
21 - Opinion	Varies in each situation. Depends upon the individual governor's decision. Generally true.
22 - Opinion	Varies according to state and job classification. Generally true.

ACTIVITY #3

The Role of Labor Unions*

> Although labor unions have existed in the United States since the early 1800's, they did not become a solid fixture in our economy until the 1880's; and membership was small until the 1930's. Unions were organized to give workers a stronger voice in dealing with employers regarding wages, hours, working conditions, and job security. Today nearly 23 million men and women, about one-third of all American workers, belong to unions. The AFL-CIO is a federation of labor unions that serves as a national spokesman for union members and other workers.

Organized labor (sometimes called the labor movement) is an important institution in the American economy. The term refers to the organization of workers into unions, and then the linking of these unions together through cooperation, and sometimes formal organization and federation, to accomplish certain common goals.

A labor union is an association of employees. The purpose of unions is to give men and women who work for pay a stronger influence in dealing with employers. Their motto is: "Through union, comes strength." They use this strength to gain higher wages, better working conditions, more control over their jobs, and improvements in the social and economic life of the working man.

We can make good use of history as well as theory and statistics to help us understand the institution of unionism as it exists today. Let's look back in history to see the kind of world our grandparents were born into.

What was it like to be a worker in America, three-quarters of a century ago, about 1900? The following description of the world of work at the turn of the century suggests some reasons why workers felt a need to join together into unions.

-- The average worker made about $10 a week for a 60-hour week. Some textile workers put in as many as 84 hours. More than two million children, some only 12 years old or even younger, worked long hours, frequently at night, for which they were paid no more than 60¢ a day.

-- For working 12 hours a day, seven days a week, garment workers were paid three or four dollars a week, out of which they often had to pay fines to their employers for talking, smiling, or breaking needles.

-- The only relief from work came as a result of being laid off or fired. And then came the desperate search to find some work, any work, at any pay, just to stay alive.

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*Darcy and Powell, Manpower and Economic Education, Love Publishing Co., 1973.

-- Garment workers were employed in dim, damp, disease-breeding places of labor called sweat shops. There were no regular hours; no minimum wages; no paid holidays; no vacations; and no human dignity.

The following working rules were imposed on the employees of a Chicago department store in the years just preceding the Civil War (quoted from a handbook for employees, distributed in 1857):

-- "Store must be open from 6 a.m. to 9 p.m. the year around.

-- "Each employee must not pay less than five dollars per year to the church and must attend Sunday school regularly.

-- "Men employees are given one evening a week for courting and two if they go to the prayer meeting.

-- "The employee who is in the habit of smoking Spanish cigars, being shaved at barbers, going to dances and other places of amusement will surely give his employer reasons to be suspicious of his integrity and honesty."

Throughout most of our nation's history, business and government both opposed labor unions -- sometimes using the police, National Guard, and armies of "private detectives" to break up strikes and prevent efforts to organize unions. The individualist outlook of the American people was another factor that prevented unions from being formed. For many years, public sentiment was definitely not in favor of labor unions. As a result, union membership was small.

Two factors explain most of the growth in union membership after 1930. First, our economic system suffered its most severe breakdown in history. The Great Depression caused millions of workers to be unemployed. From 1931 to 1940, the unemployment rate never fell below 14%. In the worst year, 1933, one worker out of every four was jobless. The American people lost confidence in the business system and looked for new ways, including unionism, to improve the economy.

The second factor was a change in the attitude of government. President Franklin Roosevelt publicly stated that "If I were a worker in a factory, the first thing I would do would be to join a union." In 1935, Congress passed the National Labor Relations Act (Wagner Act), guaranteeing workers the right to organize unions and bargain collectively with employers, without interference from management. Employers now were legally required to bargain in good faith with any union certified as a bargaining agent.

There have been many changes in the law dealing with unions since 1935. Some of these new laws, such as the Labor-Management Relations Act or Taft-Hartley Act of 1947, have been designed to limit the power of unions. They also were intended to make unions more responsible to their members and to the public.

The Labor-Management Reporting and Disclosure Act (Landrum-Griffin Act) of 1959 is another example. Unions today are a solid fixture in our economic world. As President Dwight Eisenhower said in the 1950's, "Only a fool would try to deprive working men and working women of the right to join the union of their choice."

Even today, however, only 22.8 million men and women belong to unions. That is less than one-third of all workers in the United States. But totals can be misleading. In certain industries unions are very strong, and almost all workers are union members. More than three-fourths of all workers in the transportation and construction industries are union members. At the other extreme, only about one-tenth of the workers in service industries, state and local government, finance and insurance, and retail and wholesale trade belong to unions.

Some national unions are very large. The Teamsters union, which includes truck drivers and others, has nearly two million members. In 1979, the Auto Workers and the Steelworkers had over 1,300,000 and 950,000 members, respectively. The Electrical Workers had 825,000 members; the Machinists over 650,000 members; and the Carpenters 619,000 members. The size and influence of some of these unions can be compared with the giant corporations that they bargain with in labor negotiations, such as General Motors, Ford, U. S. Steel, and General Electric.

What is the structure of organized labor in the United States? First there is the local union that exists within a particular factory or office building. Above the local is the national or international union. Some are called international because they include Canadian workers. It is the national union that has much of the collective bargaining power, especially in an industry like steel or automobile production. In some unions there are districts or conferences interposed between the local and national levels. National unions are completely independent and self-governing, but for certain purposes they find it useful to affiliate with other independent unions in a federation, such as the AFL-CIO. As its name indicates, the AFL-CIO (American Federation of Labor and Congress of Industrial Organizations) with headquarters in Washington, D. C., is not a union, but a federation of unions. It does not engage in collective bargaining with employers. It is a federation of more than 100 unions with almost 14 million members. It serves as the chief spokesman for organized labor on such national issues as federal taxes, the war on poverty, occupational safety standards, and elections. Not all unions are affiliated with the AFL-CIO. In 1979 there were 68 national unions outside of the AFL-CIO family, including the giant Teamsters union, the United Auto Workers, and The National Education Association.

At the state and local level, there are labor councils or "central bodies" that represent organized labor in political activities, educational programs, and a variety of other areas.

Attitudes regarding workers and unions were quite different in the early 1900's than they are today. When railroad workers were trying to build a strong union and bargain with management over wages and working hours, the president of the railroad in 1903 (George B. Baer, of the Philadelphia & Reading Railroad) made the following statement:

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> "The rights and interests of the laboring man will be protected and cared for, not by the labor agitators, but by the Christian men to whom God in his infinite wisdom has given control of the property interests of the country. Pray earnestly that the right may triumph, always remembering that the Lord God Omnipotent still reigns and that His reign is one of law and order, and not of violence and crime."

What is the future of labor unions in America? This is a question that many people are asking. Some say that unions played their most important role in the 1940's and 1950's and now there is less need for them. With the spread of automation, however, many workers have turned to their unions to help protect their jobs and incomes. They feel that unions will play an important role in helping them achieve the goals of distributive justice and economic security. There are many who predict that unions will continue to play a major role in determining wages and working conditions and will assume positions of great importance in new fields, particularly with white collar workers. Unions of public school teachers and other government employees, for example, have grown up in recent years and attracted national attention.

Lesson in Brief

Labor unions have been a solid fixture in the U. S. economy since the 1930's. Their chief purpose is to give workers a stronger voice in dealing with employers over such matters as wages, working conditions, job security, and fringe benefits. Today almost 23 million men and women, nearly one-third of all American workers, belong to unions. Workers are represented by local unions, national unions, and by the AFL-CIO, which is a national federation of unions.

ACTIVITY #4

Collective Bargaining in Organized Markets *

> Collective bargaining is an important institution in manpower markets that are "organized." It is a process used by labor unions and employers to arrange the terms and conditions of employment for workers in such markets. Collective bargaining typically involves the negotiation of a contract listing such details as rates of pay for workers and a grievance procedure for carrying out and enforcing the contract. Knowing how labor and management work together in a system of "industrial law and justice" will help you develop a better understanding of the modern manpower market.

Collective bargaining is a process of determining the terms and conditions of work by means of formal agreements between employers and labor unions. (For a review of the structure and purposes of unions, see Unit Two above.) The results of discussions, negotiations--and sometimes strikes, picketing, and lockouts by employers--are written out in a collective bargaining agreement, or contract, that is legally binding on the employer and on the union and its members. This contract spells out in detail the terms and conditions under which employees are to work.

While the provisions of collective bargaining contracts vary widely among different industries, and even among different firms, there are certain elements found in nearly all collective bargaining agreements. These include wage rates and other forms of compensation, security provisions for workers and unions, hours of work, and work loads or production standards. Collective bargaining agreement also typically contain a clause that maintains that there will be no strike or lockout during the term of the contract. The agreement may specify that certain decisions are exclusively the right of management, such as deciding on plant locations and supervising the work force. Other work rules, such as those relating to discipline and layoff, may be subject to determination by both the labor union and management.

The contract also includes a procedure for dealing with grievances. A grievance is a complaint, usually by an individual worker or management representative (but sometimes by the union or company), concerning interpretation of the terms of the collective bargaining contract. Disagreements sometimes arise over what the collective bargaining agreement actually provides. The grievance procedure is a method of resolving these differences by determining whether the disputed action of the employer, his representative, worker, or union official was in accordance with the contract. It is especially helpful to the worker as a means of protecting his rights and promoting justice in the work place. From the viewpoint of management, the grievance procedure can serve as a key element in the company's communication system.

The grievance procedure may involve as many as three separate steps, though most grievances are settled at the first stage.

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*Darcy and Powell, Manpower and Economic Education, Lowe Publishing Co., 1973.

Collective Bargaining in Organized Markets (contd.)

(1) First, a meeting of the grievance committee is held to consider the disagreement and see if a solution can be found. This committee often includes the shop foreman (and/or department head representing management) and the shop steward -- a worker in the firm who also is a union official -- and/or a local union representative.

(2) If these men can't settle the disagreement among themselves, they turn the dispute over to management and union representatives who have positions higher up in their respective organizations, such as plant manager and president of the union local. These men sometimes make use of a mediator in their attempt to find a solution to their disagreement. The mediator, who is a third party agreeable to both union and management, may be called on to suggest ways of settling the grievance. The mediator's recommendations are usually in form of a compromise solution to which both parties can agree.

(3) If steps one and two have failed to settle a grievance, the third and final step involves submitting the grievance to final and binding arbitration. In arbitration, a third party -- the arbitrator -- is picked to settle the dispute. The arbitrator is a person agreed on by both parties who hears both labor and management present their arguments about the grievance and then makes a final decision that resolves the grievance.

The institution of collective bargaining is sometimes described as a system of industrial law for setting the detailed rules of the work place and for administering these rules.

It is also seen as a procedure for setting wage rates and the details of compensation. Compensation consists not only of wages, but of a variety of benefits, such as health and welfare plans, vacations-with-pay, holidays-with-pay, and pensions. The income received by its members is a central concern to a union because its members look to it to gain them higher wages or salaries. The compensation of employees is important to management because it may affect their competitive position in the output market. A modern factory, for example, employs hundreds of different kinds of workers. Wage-rates for these jobs are important to employees because wages determine their income. The higher the better! Management looks at wages mainly as a cost of production. The lower the better!

Finally, collective bargaining is a system for settling disputes centering on the content of an agreement and how the contract is interpreted and carried out. Collective bargaining does not eliminate labor-management conflict, but it does establish rules and procedures for settling disputes. It encourages a more responsible approach to settling disagreements.

Sometimes the "jawbone" phase of collective bargaining breaks down and work stoppages result. The union may call a strike, so that workers temporarily walk off their jobs as a group. The company may order a lockout, shutting down the plant and not allowing workers to perform their jobs. More will be said about work stoppages and their impact on the economy later in this lesson.

ACTIVITY #4

Collective Bargaining in Organized Markets (contd.)

How well does collective bargaining work in the United States? Let's try to answer this question by looking at a list of advantages and disadvantages that are claimed for collective bargaining:

Benefits of Collective Bargaining:

1. Reduces the power of the employer to play one worker against another in order to cut wages. (Employers prefer lower wages in order to reduce the company's labor costs.)

2. Leads to higher wages that provide additional purchasing power for consumers. (This helps keep market demand high and prevents recession.)

3. Increases the voice and power of workers through their union. (Protects their rights and assures them of justice and fair treatment on the job.)

Criticism of Collective Bargaining:

1. Leads to numerous and costly work stoppages (strikes and lockouts).

2. Results in inefficient work rules, e.g., "featherbedding" (requiring more workers for a job than really are necessary).

3. Causes inflation by increasing wages faster than productivity.

4. Gives too much power to unions and management which they may use to promote their own selfish interests at the expense of consumers and the public. This concentration of power will eliminate the competition that assures the maximum efficiency and output of the economy.

The criticism that collective bargaining leads to many costly work stoppages can be evaluated by looking at the data to see how often negotiations have broken down and resulted in strikes or lockouts. Table 1, which is concerned

TABLE I. WORK STOPPAGES IN THE UNITED STATES, SELECTED YEARS 1940 to 1979

	Work Stoppages Beginning in Year		Workers Involved		Man-days idle During Year	
Year	Number	Average Duration (calendar days)	Number (thousand)	Percent of Total Employed	Number (thousand)	Percent of Estimated Working Time
1940	2,508	21	577	2%	6,700	0.10%
1945	4,750	10	3,470	12	38,000	0.47
1950	4,843	19	2,410	7	38,800	0.33
1955	4,320	18	2,650	6	28,200	0.22
1960	3,333	23	1,320	3	19,100	0.14
1965	3,963	25	1,550	3	23,300	0.15
1970	5,716	25	3,310	5	66,400	0.37
1975	5,031	27	1,746	2	31,237	0.16*
1979	4,827	32	1,727	2	34,754	0.15

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* For example, shows that less than one-fifth of 1% working time was lost because of work stoppages.

SOURCE: U. S. Department of Commerce, Bureau of the Census, Statistical Abstract of the United States and Manpower Report of the President 1979.

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with work stoppages lasting more than one day, shows that in 1979 the 4,827 work stoppages which took place resulted in a loss of less than one-fifth of the total amount of time worked by all employed workers. Work stoppages involved 1.7 million workers, 2% of all those employed, and averaged 32 days duration.

Working time lost through strikes and lockouts typically is only a small fraction of the time lost each year because of illness and absenteeism.

Lesson in Brief

Collective bargaining is used by labor unions and employers to set the terms and conditions of employment for workers. It involves agreement on a contract covering such matters as wage rates, working conditions, etc. This provides workers with a system of industrial law and justice. Collective bargaining is sometimes criticized on grounds that it interfered with the free operation of the manpower market. Data on work stoppages show that collective bargaining works smoothly in most cases, and that strikes and lockouts typically affect only a small fraction of workers and total working time.

QUESTIONS ON COLLECTIVE BARGAINING

Questions:

1. What is collective bargaining?
2. Indicate one of the basic functions of collective bargaining.
3. Describe, in your words, what takes place in the three steps of the grievance procedure.
4. Arbitration is a means for negotiating new collective bargaining agreements. (Please check the correct answer.) True ________

   False ________
5. The provisions of collective bargaining agreements are basically the same in all industries. True _____

   False _____

QUESTIONS ON CHART - WORK STOPPAGES

Questions:

I-1. Has the number of work stoppages increased greatly in the 1970's?

I-2. Has the average length of work stoppages increased greatly during the 1970's?

I-3. About what percent of working time on the average has been lost on account of work stoppages every year during the 1970's?

I-4. The percent of the total number of man days lost due to strikes has actually decreased during the 1970's over what it was in 1955. Please check the correct answer. True ________

False ________

I-5. Does the data on work stoppages suggest to you that collective bargaining has failed or is working poorly?

4. The following materials are from the Age of Employment - a secondary school curriculum on labor relations prepared by professors from Cornell and The State University of New York College at Buffalo. The selections concentrate on labor history, with a strong use on original materials such as cartoons, posters, and poetry. Copies of these materials are included with the unit on the Homestead Strike, which took place in 1892 at the Carnegie Steel Company plant.

The Age of Employment - A Secondary
School Curriculum in Labor Relations
New York School of Industrial and
Labor Relations, Cornell University,
Ithaca, New York
The State University of New York
College, Buffalo, New York

Unit 7

Andrew Carnegie: The Two Sides of the Man

Objectives

1. The student will interpret the cartoon "The Two Sides of Andrew Carnegie" and relate this interpretation to the musings of Carnegie on money and character.

2. The student will create a role playing situation or scenario illustrating the dual character of Carnegie and translate the role playing/scenario into classroom action.

Materials

Picture 1, "The Two Sides of Andrew Carnegie," picture 2 "Cablegram: Carnegie to Harrison," pictures 1-6 "The Battle of Homestead".

Strategy

This exercise introduces students to a complex man and, hopefully, encourages them to do further research on the character, management practices, philanthropy, and value conflicts of the man. Begin the exercise by showing the cartoon "The Two Sides of Andrew Carnegie." Ask students to interpret the cartoon. What is the left side of Carnegie doing? The right side? How did the cartoonist choose to portray the darker side of Carnegie? What is the better side of Carnegie doing?

Distribute the words that Carnegie was heard repeatedly mumbling to himself during the Civil War when he was 29--"Oh, I'm rich! I'm rich!" Which side of Carnegie does this best typify? Distribute his musings immediately following the Civil War--"To continue much longer with most of my thoughts upon the way to make more money in the shortest time, must degrade me beyond hope of permanent recovery." Which side of Carnegie is talking? Is Carnegie exhibiting any value conflicts? What are they?

Over the next twenty-seven years, Carnegie on one hand gave away a large part of his fortune to charity and on the other worked his employees twelve hours a day or longer, allowed them to take only Christmas and the 4th of July as holidays, and maintained mills that lacked safety equipment and where there was continuous, and dangerous, speed-ups in production. How would Andrew Carnegie have justified his behavior? How might his workers have viewed him? Allow students to role play and interpret parts of Carnegie and a typical worker. The teacher might find it useful to conduct the role playing with the materials of the exercise, then allow students to research their roles and again go through role playing. Students could also research and write a scenario of an ex-Carnegie employee in a confrontation with Carnegie or, say, Carnegie being questioned by Saint Peter.

In 1892, the Amalgamated Association of Iron, Steel and Tin Workers, an AFL affiliate, resisted wage cuts at the Homestead Plant alleging that Carnegie's ruthless business practices had made him rich while at the same time driving wages down.

Carnegie's general manager locked the workers out, deputized company guards, and ran a high, barbed wire fence three miles long around the factory. Frick brought in Pinkerton agents on July 6, 1892. The locked-out workers attacked the barges carrying the Pinkerton's with cannons and later floated burning oil on the water of Monongahela River and finally captured the 300 strikebreakers.

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On July 12, 8,000 National Guardsmen entered Homestead and martial law was declared. As a result, nearly 4,000 men lost their jobs and the union was destroyed.

Show picture 1. "Leading the Pinkerton's Away," picture 2 "The Great Battle of Homestead," pictures 3 and 4 "Strikebreakers at Homestead," and picture 5 "Military Law in Homestead." Allow time for students to interpret and comment. Follow this up by showing picture 5 "Poster displaying Carnegie's message to Benjamin Harrison". Here again ask students to speculate on Carnegie as a complex individual? Which side of his character was Carnegie revealing during the Homestead strike? Had Carnegie after 27 years been degraded "beyond hope of permanent recovery"?

Throughout the exercise, the emphasis should be placed on interpreting the dual character of Carnegie--Carnegie as industrialist--Carnegie as philanthropist. Student research involvement in role playing, and student production of scenarios dealing with Carnegie should be promoted.

Materials

"Oh, I'm Rich! I'm Rich"! Andrew Carnegie muttering repeatedly to himself during the Civil War, age 29.

"To continue much longer with most of my thoughts upon the way to make more money in the shortest time, must degrade me beyond hope of permanent recovery." Andrew Carnegie immediately following the Civil War, age 32.

"Our victory is now complete and most gratifying. Do not think we will ever have serious labor trouble again. We had to teach our employees a lesson and we have taught them one they will never forget." Message from Henry Clay Frick to Andrew Carnegie following the Homestead strike of 1892.

"Life worth living again . . . congratulate all around." Reply of Andrew Carnegie to Henry Clay Frick.

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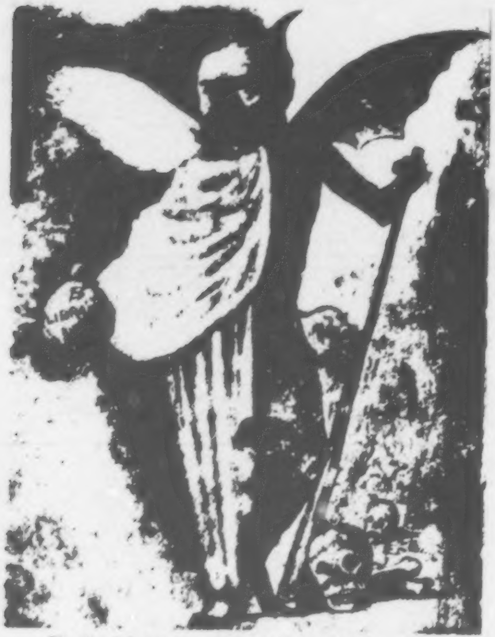
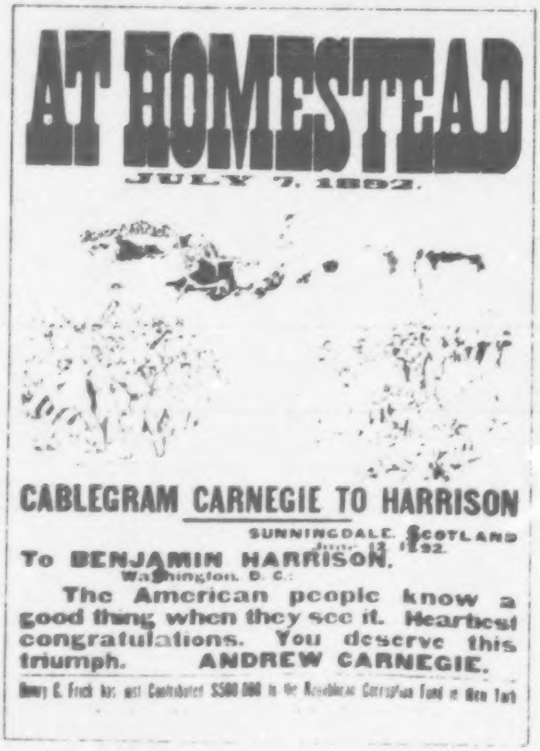
Picture 1

The Dual Carnegie.



The Dual Carnegie, a critical cartoon of the era.

Picture 2



AT HOMESTEAD

JULY 7, 1892.

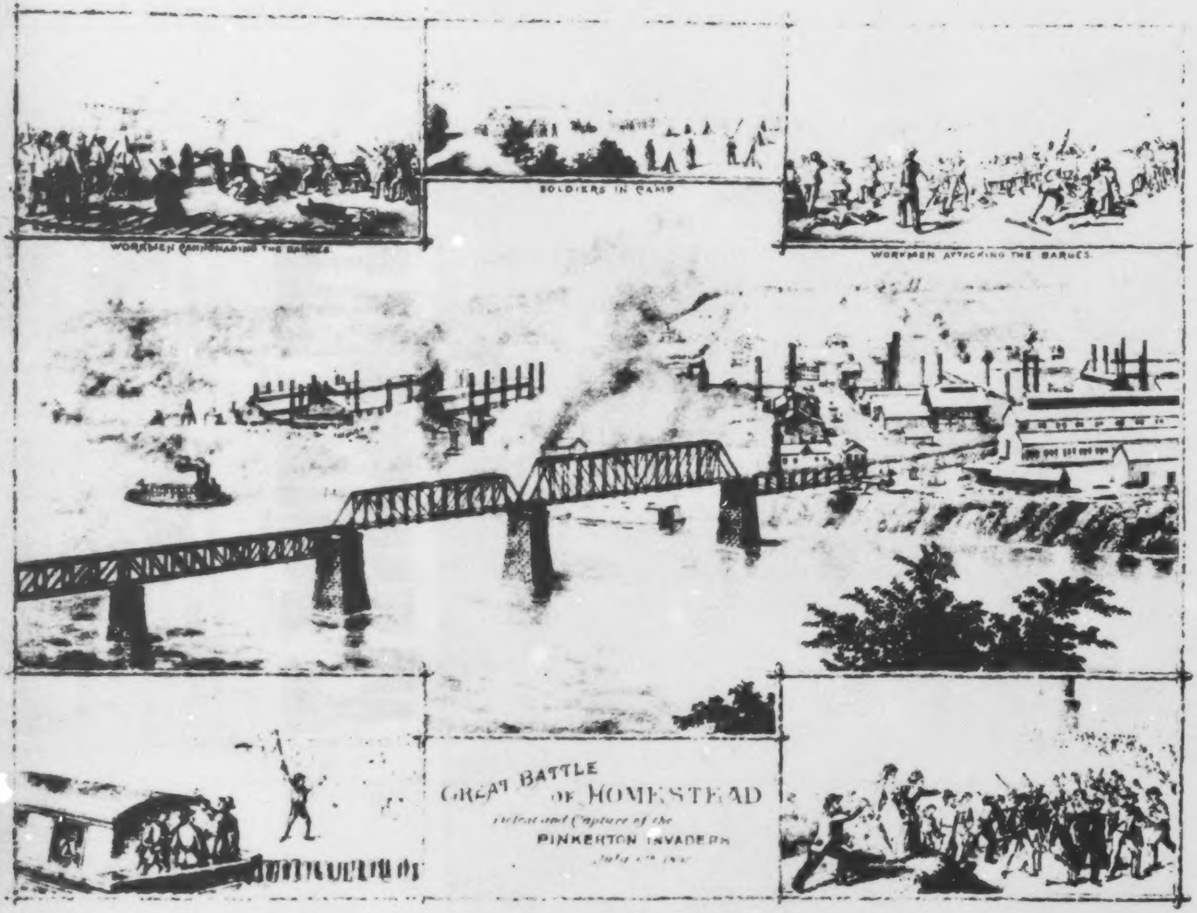
CABLEGRAM CARNEGIE TO HARRISON

SUNNINGDALE, SCOTLAND
June 13 1892.

To BENJAMIN HARRISON,
Washington, D. C.:

The American people know a good thing when they see it. Heartiest congratulations. You deserve this triumph. ANDREW CARNEGIE.

Henry C. Frick has just Contributed $500,000 to the Republican Corruption Fund in New York


WORKMEN CANNONADING THE BARGES
SOLDIERS IN CAMP
WORKMEN ATTACKING THE BARGES
GREAT BATTLE OF HOMESTEAD
Defeat and Capture of the
PINKERTON INVADERS

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Unit 8

The Railroad Strike of 1877

Objectives

1. Given two sets of newspaper articles, separated two months in time, the student will hypothesize on what happened during the time break.

2. The student will speculate on the spontaneity of the strike and the cause of violence during the strike.

3. Given several contemporary newspaper articles the student will critique media coverage of the Railroad Strike of 1877.

4. Drawing on general knowledge of recent history the student and teacher will identify recent social movements analogous to the Railroad Strike of 1877.

Materials

Statements for the Commercial and Financial Chronicle, New York Times, July 25, 1877, New York World, July 22, 1877, the quote of Tom Scott, article from the New York Herald, July 22, 1877 and pictures 1-10 illustrating the Railroad Strike of 1877.

Strategy

Hand out the statement "Labor is under control" from the Commercial and Financial Chronicle. Comment briefly on the hanging of the nineteen Pennsylvania miners all alleged to have been members of the ancient Order of Hibernians, and that the Republican Party under President Hayes, controlled by Tom Scott had abandoned the black people of the South.

Discuss the general tenor of the period and particularly the effects of the depression of 1873-1877. (Wages were decreasing constantly while prices kept going up. For example, railroad workers averaged only $5.00-$10.00 per week and they had to pay railroads hotels $1.00 to stay for a day. Many weeks they were required to stay at a hotel for three or four days and arrived home with only $.50 or $1.00 for a week's work. Five million people were out of work and it is estimated that fifteen million people were close to starvation. People begged on the street.During this same period dividends on railroad stock increased and the number of cars in the average freight train doubled.)

Hand out the newspaper headlines "Chicago in Possession of Communists" and "Pittsburgh Sacked." Ask students to hypothesize on what might have happened between the time of the *Commercial and Financial Chronicle* statement and the headlines by the *New York Times* and *New York World*. (The Railroad Strike of 1877 began spontaneously in Martinsburg, West Virginia and spread rapidly to other railroad centers. Baltimore, Maryland; Albany, New York; Pittsburgh, Pennsylvania and Chicago, Illinois; all saw heavy fighting.)

Show picture and "Soldiers firing on workers in Boston," picture 3 "Strike and Live: Albany, New York," picture 4 "Union Depot-Pittsburgh," picture 5 "Ousting the Strikebreakers--Pittsburgh," pictures 6 and 7, "The Militia in Chicago" and picture 8 "Bishop Tuigg administers the Last Rites in Pittsburgh," picture 9 "The Railroad War," and picture 10 "Banked Fires." Hand out the statement of Tom Scott and the *New York Herald* account of the July 22 fighting in Pittsburgh. Explore with students the possible causes of the general strike, the composition of the crowds and what might have started the violence in cities so widely spread geographically. What evidence would be needed to reach the conclusion that the general strike was spontaneous? That it was started and controlled by Communists? Follow up on any student statement that will lead to a discussion of Railroad Strike of 1877 as precedent setting. How did it set a precedent? Have there been strikes in more recent times in which there were parallel motives? Parallel strategies, that is, were transportation was stopped? What was the general tenor of the newspaper headlines cited? Why were large newspapers, in general, anti-labor? Why were newspapers so quick to label the strikers "Communists"? (Many industrial leaders saw the Strike of 1877 as a foreign conspiracy tied to the Paris Commune of 1871). Have there been any recent social movements or demands for social justice that conservative leaders have accused of being foreign conspiracies? What evidence do you suppose commentators of 1877 used to justify their assumption that the strike was a foreign conspiracy?

(Additional note: Following the Railroad Strike of 1877 a committee of the Pennsylvania State Legislature reported that the railroad riots ". . . were not a rising against civil or political authority: in their origin they were not intended by their movers as an open and active opposition to the execution of the law . . . there was sort of epidemic of strikes running through the laboring classes of the country, more particularly those in the employ of large corporations, caused by the general depression of business, which followed the panic of 1873, by means whereof many men were thrown out of work, and the wages of those who could get work were reduced. Report of the Committee appointed to Investigate the Railroad Riots in July 1877, Legislative Document No. 29, Harrisburg 1878, p. 46.)

Materials

"Labor is under Control," Commercial and Financial Chronicle. Statement following the execution of nineteen Pittsburgh miners who had been convicted on the evidence given by McParlan, the Pinkerton labor spy.

"Chicago in Possession of Communists," New York Times, July 25, 1877.

"Pittsburgh Sacked: In the hands of men dominated by the Spirit of Communism," New York World, July 22, 1877.

Tom Scott (President of the Pennsylvania Railroad) on July 21, 1877 "give the strikers a rifle diet for a few days and see how they like that kind of bread."

Pittsburgh, July 22, 1877. "War for Wages . . . The sight presented after the soldiers ceased firing was sickening. Twenty men, women and children killed by Philadelphia militia . . . old men and boys attracted to the scene . . . lay writhing in the agonies of death, while numbers of children were killed outright. Yellowside, the neighborhood of the scene of conflict, was actually dolled with the dead and dying; while weeping women, cursing loudly and deeply the instruments which had made them widows, were clinging to the bleeding corpses." New York Herald, July 22, 1877.

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FIGHTING FOR THE SHORTER WORK DAY *

Agitation for reduction of the hours of work took on some of the characteristics of a holy crusade under the leadership of the American Federation of Labor. Its campaign for an eight hour day was both a popular rallying cry as well as an effective organizing technique.

"The answer to all opponents of shorter hours," declared Samuel Gompers in his favorite argument, "could well be given in these words: so long as there is one man who seeks employment and cannot obtain it, the hours of labor are too long. Hundreds of thousands of our fellows, through ever-increasing inventions and improvements in the modern methods of production, are rendered "superfluous" and we must find employment for our wretched Brothers and Sisters by reducing the hours of labor or . . .(the trade union movement) shall be overwhelmed and destroyed."

But there were other reasons -- the desire for greater leisure, for self-improvement, for conservation of health, for time to do as one chooses. In a nutshell, reduction in the hours of labor meant higher standards of living.

More implicit than explicit was the expectation that wages be kept at their existing level, but most employers objected on the ground that paying a worker as much for eight hours of labor as for ten (or more, for that matter) was equivalent to raising wages.

Mindful of earlier difficulties in achieving a general reduction of working hours, the AFL initially threw massive support behind a drive by organized carpenters for an eight hour day. Back-stopped by a large strike fund, the carpenters' campaign, begun in May, 1890, was largely successful. Within a year they could boast that their trade enjoyed an eight hour day in 137 cities. Other workers in the building trades followed suit. By the early 1890s many skilled workers were toiling less and earning more.

The movement for an eight hour day was bolstered in 1902 by a report of the U. S. Industrial Commission showing that excessive hours of labor resulted in diminished production, inferior quality of work, greater cost of operation, and unfavorable effects on the health of employees. The Commission recommended a shorter work day on the ground that it was desirable from the viewpoint of both labor and management.

The main argument against reducing the hours of work was that it would slow down output while increasing costs. In actuality this did not occur.

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* M. B. Schnapper, American Labor: A Pictorial Social History, Washington, D. C.: Public Affairs Press, 1972, p. 250.

Regarding a study of 94 companies that instituted the five-day week during the 1920's, the National Industrial Conference Board stated: "It appears that nearly 70 percent of these companies have suffered no loss in total output per week and are . . . obtaining greater production per hour than under the longer working schedule . . . This seems to indicate that management has not lost through the change and is actually operating with a lower unit cost of output."

In an article entitled "Why I Favor Five Days' Work With Six Days' Pay," auto manufacturer Henry Ford admitted in 1926: "Now we know from our experience in changing from six to five days and back again that we get at least as great production in five days as we can in six, and we shall probably get a greater, for the pressure will bring better methods. A full week's wage for a shorter week's work will pay."

A production expert reported: "Numerous investigations have shown that labor's efficiency has risen in specific cases when hours were decreased, so that as much or more was turned out per week under shorter hours as under longer. It is now a generally accepted principle that too long hours injure efficiency because of the evil effects of fatigue on the worker. This is especially true where the speed and quality of production depend on the skill of the individual. Even where the pace is set by automatic machinery . . . it is frequently found that spoilage, accidents, absenteeism, labor turnover and other factors are sufficiently reduced by shorter hours to make them worthwhile from the point of view of production."

WE MEAN TO HAVE 8 HOURS

"We mean to make things over
  We're tired of toil for nought
But bare enough to live on: never
  An hour for thought.
We want to feel the sunshine: we
  Want to smell the flowers
We're sure that God has willed it
  And we mean to have eight hours.
We're summoning our forces from
  Shipyard, shop and mill
Eight hours for work;
  Eight hours for rest.
Eight hours for what we will!"

WE'RE BRAVE AND GALLANT MINER BOYS

"We're brave and gallant miner boys who
  work down underground
For courage and good nature no finer can
  be found
We work both late and early, and get but
  little pay
To support our wives and children in free
  Amerikay.
If Satan took the blacklegs, I'm sure 'twould
  be no sin
What peace and happiness 'twould be for
  us poor working men
Eight hours we'd have for working, eight
  hours we'd have for play
Eight hours we'd have for sleeping in free."

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Unit 9

The Eight Hour Day and Five Day Week

Objectives

1. The student will identify and list major arguments supporting the eight-hour day and five-day week.

2. The student will identify and list major arguments for not supporting the eight-hour day and five-day week.

3. The student will produce visual and verbal arguments either supporting or not supporting the workers' quest for an eight-hour day and a five-day week.

Materials

"Fighting for the Shorter Work Day," and the words to "Eight Hour Day" and "Brave and Gallant Miner Boys."

Strategy

Phase 1

Have the class read "Fighting for the Shorter Work Day". Pass out the words to "Eight Hour Day" and "Brave and Gallant Miner Boys." Have class members draw a line down the center of a sheet of paper and label one column "Reasons for Supporting an Eight Hour Day," and the other column "Reasons for Not Supporting an Eight Hour Day." The class or the Teacher then compiles a master list by eliminating overlapping reasons and combining paralled reasons.

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Show pictures 2 and 3 (cartoons from Puck ridiculing the shorter work day and the idea that workers could make constructive use of leisure time.) Show picture 4, a cartoon drawn by Charles Dana Gibson, creator of the "Gibson Girl." (Trustees of the New York Metropolitan Museum of Art felt that it was blasphemous to draw workers away from the "proper observance of the Lord's Day" by opening the museum on Sunday, the only leisure day workers' had. These same trustees did not object to Sunday employment in the factories.)

Activities *

1. Ask students to draw cartoons countering those that appeared in Puck.

2. Students can create folk songs supporting the eight hour day.

3. Jingles or poems can be written to support workers in their quest for an eight hour day.

4. Jokes supporting or critical of the eight hour day can be written by individuals.

Evaluation

Were students able to identify reasons for supporting or not supporting the eight hour day? Could students use their activities to create visual or verbal arguments for against the eight hour day?

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* Students who work on the first four activities should also be told that the teacher may also require an explanation of what they have written.

5. The following curriculum, used in English classes in a small coal-mining town in Pennsylvania, combines the relationship of the subject of work to the lives of students and their community with an understanding of how this subject is part of human history and culture. The teacher uses a variety of classroom techniques: i.e., student journals, drama sketches, creative writing, art and oral reports.

Work Literature Unit, grades 11-12
Northern Cambria High School
Barnesboro, Pennsylvania

"Speak to Us of Work"

Description: For twenty class periods, we will read literature with significant treatment of the subject of work. We'll respond to the selections through journal entries, class discussions, oral reports, and drama sketches. Unit subtopics are: (1) definitions of work (2) work as identity (3) worker relationships (4) workers and/as tools.

Lesson One

1. Give overview of unit
2. Set up journal headings:
    - A. My Work in Home, School, and Community; Personal Career Musings and Explorations
    - B. Observation of People Working
    - C. Reactions to Portrayals of Workers in Film, Television, Magazines, and Newspapers
    - D. Responses to Unit Readings and Reports
    - E. Creative Writing and Art Concerning Work
3. Read keynote poems:
    Kahlil Gibran, "Of Work"
    Walt Whitman, "I Hear America Singing"
    James Oppenheim, "Bread and Roses"
    Theodore Roethke, "Dolor"

Homework:
1. Memorize any eight lines from the poems.
2. Begin journal sections A and D.

Lesson Two

1. Volunteers recite memorized lines.
2. Read and discuss handout: "Definitions of Work" (excerpts from Aristotle, Vergil, St. Augustine, St. Thomas Aquinas, Thomas Hobbes, Jean Jacques Rousseau, Adam Smith, Friedrich Hegel, Karl Marx, and Sigmund Freud.[1])
3. Students write lines memorized and reactions to them in journals while teacher schedules individual assignments for Lessons 8, 13, and 18.

Homework:
1. Read for individual reports.
2. Prepare one visual such as a small poster based on your journal.

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[1] See CH. 44, "Labor," A Syntopicon, Vol. 1 Great Books of the Western World, pp. 921-940. Encyclopedia Brittanica Educational Corp., Chicago, 1952

3. Prepare to discuss the role of work in the life of your main character. What does he or she do? Why? What work attitudes does the character express? What values does he or she find? What are the results of the work to the character? To others? In what ways is work a part of the character's identity?
4. Begin journal sections B and C.

Lesson Three

1. Six student directors set up play groups for lessons 5, 10, and 15.
2. Groups read and edit plays for 15-minute presentations of excerpts most relevant to work values. Narrators prepare summaries of parts not performed.
   William Gibson, *The Miracle Worker*
   Daniel Keyes, *Flowers for Algernon*
   Paul Zindel, *The Effect of Gamma Rays on Man-in-the-Moon Marigolds*
   Clifford Odets, *Waiting for Lefty*
   Arthur Miller, *A View from the Bridge*, *All My Sons*

Homework:

1. Practice play parts as interpretative readings or as slightly rehearsed dramatizations.
2. Write in journals; we'll write in journals every day and hear parts of your entries as you are willing to share them. You are also encouraged to exchange journals among classmates in study halls and in other places.

Lesson Four

1. Take ten-minute quiz.
2. Teacher presents excerpts from Aristophanes, *Plutus*; Abbott Aelfric, "A Colloquy of the Occupations": Geoffrey Chaucer, "Prologue" to *The Canterbury Tales*, the knight, the miller the reeve, the yeoman as workers; William Shakespeare, from *Hamlet*, *Macbeth*, *A Midsummer Night's Dream*, Shakespeare's workers (the gravedigger, the porter, and Bottom) as comic characters.

Homework: Practice play parts.

Lesson Five

1. Circulate essays from dismantled *Working* by Terkel. Choose one essay for a one-minute dramatic sketch on work attitudes or on work as identity.

2. Narrators give brief summaries of plays.
   Groups present 15-minute excerpts:
   1. William Gibson, The Miracle Worker
   2. Daniel Keyes, Flowers for Algernon

Homework: In journal E, create by writing or drawing anything which tends to define work.

Lesson Six

1. Read Masters, from Spoon River Anthology.
2. Hear Terkel dramatizations.
3. Hear readings from journals.

Lesson Seven

Read and discuss handout: "Workers Search for Identity" (Carl Sandburg, "I am the People, the Mob"; Robert Frost, "The Death of the Hired Man"; Alexander Pushkin, "When Work Is Done"; Walt Whitman, "Song of Occupations").

Homework: Prepare for individual reports.
Memorize any eight lines from handout.

Lesson Eight

Individual reports (3-5 minutes)
Students reporting
(a) display your visual
(b) write key points on the chalkboard
(c) discuss your characters as people who achieve a sense of identity partly through their work.
Listeners record author, title, your responses in journal D.

1. Old Testament: characterize Ruth as a gleaner, the workmen of David and Solomon, and Job's work
2. Eve Curie, describe the work of Madame Curie
3. John Steinbeck, characterize Edward Ricketts in Log from the Sea of Cortez
4. Joseph Conrad, contrast work of Kurtz, Heart of Darkness and of Stein, Lord Jim
5. William Faulkner, The Sound and the Fury, contrast Jason and Dilsey
6. William Golding, characterize the master builder of The Spire
7. Antoine de Saint-Exupery, Night Flight
8. Ernest Hemingway, The Old Man and the Sea
9. Pietro DiDonato, Christ in Concrete
10. John Dos Passos, from Mid-Century
11. James Hilton, Good-bye, Mr. Chips
12. Kenneth Lasson, The Workers

Homework: Read William Faulkner, "Barn Burning". (Notice the parallels to the Resurrection in the closing pages as the time moves from Thursday to Easter morning.) What work values does each son learn from Abner Snopes?

Lesson Nine

1. Complete reports (overflow from Lesson 8).
2. Take ten-minute quiz.
3. Discuss "Barn Burning". What is Abner's attitude toward his work? Why? Is it justified? How is Sarty Snopes liberated from Abner's influence? Why does Faulkner make the final scene parallel the Resurrection?
4. Play groups practice 15 minutes. Others write in journals.

Lesson Ten

1. Distribute booklets made from work-relevant items in dismantled copy, Salzman, Years of Protest.
2. Play groups present 15-minute excerpts:
   Paul Zindel, The Effect of Gamma Rays on Man-in-the-Moon Marigolds
   Clifford Odets, Waiting for Lefty.

Homework:

1. Respond in journals to your Salzman item.
2. Prepare a one-minute comment on content and form of the item or identify with the speaker and stage a one-minute protest.

Lesson Eleven

1. Re-read poem, "Bread and Roses."
2. Read Robert Frost, "The Lone Striker."
3. Hear one-minute comments or protests based on Salzman's excerpts.
4. React in journals.

Homework: Complete a new entry in Journal E.

Lesson Twelve

Read handout: "Concern for the Working Class"
(excerpts from Pope Leo XIII, "The Condition of the Working Class":
Pope John Paul II, "Address to Workers in Poland";
Milton Meltzer, Bread and Roses:
Mary Harris Jones, Autobiography of Mother Jones;
Herb Gutman, World, Culture and Society in Industrializing America;
Lillian Breslow Rubin, Worlds of Pain).

Lesson Eighteen

Individual Reports
Reporters (a) display your visual (b) write key points on chalkboard (c) discuss your characters as people affected by and related to their inventions.
Listeners record author, title, key points, responses.

1. Sir Walter Scott, *Ivanhoe*
2. John Steinbeck, *Cannery Row*
3. Toyohiko Kagawa, *Grain of Wheat*
4. Erich Segal, *Oliver's Story* (especially scenes in Hong Kong factories)
5. Richard McKenna, *The Sand Pebbles*
6. Aldous Huxley, *Brave New World*
7. Kurt Vonnegut, Jr., *Player Piano*
8. Arthur C. Clarke, *Childhood's End*
9. Harvey Swados, *On the Line*

Homework: Study for short-answer test.

Lesson Nineteen

1. Hear any remaining individual reports.
2. Summarize and review unit.
3. Take fifty-question short-answer test.

Homework: Prepare for essay test and evaluation. You may have a draft done in advance.

Lesson Twenty

Essay Test and Evaluation
Answer any two essay questions. You may use journals, any notes, and texts.

1. Referring to specific characters in the readings and the films, discuss the role of work in helping us to shape and to know who we are.

2. Referring to specific characters in the reading and films, discuss the nature and quality of relationships among bosses and workers, among co-workers, among workers and the public served by the work. What acts and attitudes make work relationships harmonious? Troubled?

3. Discuss work as a means of growth in values, of growth in progress in communities and countries. What factors promote good values? What factors in work are destructive to value systems? What is the influence of tools and technology on human values?

4. Referring specifically to the readings and to additional knowledge, consider the impact of work being done now on the future of the world. Do you believe that as individuals, we can consciously shape this future, or are we helpless passengers in an unguided missile toward undesirable future conditions?

Evaluation Questions

1. Comment on the high points and low points of this unit. In what ways did you personally contribute to its successes? In what ways did you personally allow its failings?

2. Any other comments?

Composition Lessons

Composition assignments of many types are useful in exploring career-related subjects. Several lessons begin with an heuristic for judging the ethical qualities of work.[2]

Assignment: Complete this chart based on an occupation you consider entering or on an industry in your neighborhood or community.

An Heuristic for Judging the Ethical Qualities of an Occupation

Name of Occupation

	Possible Good	Possible Harm
to yourself		
to family members		
to fellow workers		
to direct recipients		
to neighbors		
to other Americans		
to other people of the world		

B. Drawing upon your chart, write an organized composition examining whether or not a person in the job you outlined can lead an ethical life. Consider ways to eliminate the possible harm caused by the occupation.

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[2] For a discussion of use of heuristics in producing composition topics, see Richard C. Young, Alton L. Becker, and Kenneth L. Pike, *Rhetoric: Discovery and Change* (New York: Harcourt, Brace and World, 1970).

Additional Composition and Media Activities

A list of work-related composition topics is potentially endless.[3] Several additional assignments which also have possibilities as media presentations follow:

1. Prepare an occupational family tree. Use symbols to designate recurring occupations. Write an analysis of family career patterns or variations and discuss their implications for you. Option: Present your chart orally, showing photographs and art work on an opaque projector to illustrate your discussion.
2. Discuss labor unions with family members and neighbors; ask about advantages and problems of union memberships. Write a discussion of their reactions. Consider ways to solve any problems they mention.
3. Write a skit or dramatization of an important event in this area's labor history. For background, research the lives of labor leaders involved to characterize them fully.
4. Observe the health and attitudes of older people who have spent their lives in various careers. In an informal way, what conclusions can you draw?
5. You have carefully considered your career plans A and B. Now write a short description of Plan XYZ, what you will do if all else fails. You may want to try some humor, but no crime, please.[4]

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[3] For a list of work-related composition topics, see M. Alex Zachmanglous and Allan L. Beane, English Journal, "English and Career Awareness, A Potpourri of Activities," 16 (September, 1979), pp. 67-69.

[4] This topic is especially helpful in releasing pressure of any anxiety-laden high school seniors.

6. Do research on worker observances and holidays around the world. What do the observances signify?

7. Examine the folklore of work. What characteristics of workers are exalted in the lore?

8. Write a letter to a government official proposing a solution to an economic problem of our area.

9. Outline a plan for a Career Week. What goals will your activities fulfill?

10. Write an original song about an area occupation.

11. Outline an assembly program about work for younger schoolmates. Include some serious and some humorous performances.

12. Prepare an anthology of student papers on the subject of work. The Foxfire materials provide patterns and ideas. Illustrate.

6. Organized Labor - Study of Labor in America has been used by a number of schools and teachers. This collection of lessons and materials was prepared by the United Federation of Teachers in cooperation with the Education Committee of the New York City Central Labor Council. Included in this review are a section which traces the historical background of the American Labor Movement and five "Documents" of the 46 "Documents", which provide a broad selection of resources dealing with the history, structure, and function of the labor movement. The entire collection is available from:

United Federation of Teachers
Box OL
260 Park Avenue South
New York, New York 10010

Organized Labor - Study of Labor in America
United Federation of Teachers
Box OL
260 Park Avenue South
New York, New York 10010

BACKGROUND INFORMATION

Section I The Growth of Organized Labor Documents 1-15

The history of labor associations or unions in the United States begins with the founding of the Republic.

The first to organize were the skilled craftsmen: shoemakers, building tradesmen and printers. The first actual union was the Society of Philadelphia Shoemakers, founded in 1792. It was established, according to John R. Commons, because:

> "It was the widening of these markets with their lower levels of competition and quality, but without changes in the instruments of production, that destroyed the primitive identity of master and journeyman cordwainers and split their community of interest into the modern alignment of employers' associations and trade unions. . . .it was a struggle on the part of the merchant employer to require the same minimum quality of work for each of the markets, but lower rates of wages on work destined for the wider and lower markets. It was a struggle on the part of the journeyman to require the same minimum wage on work destined for each market, but with the option of a higher wage for a higher market. The conflict came over the wage and quality of work destined for the widest, lowest and the newest market."

The organizations of printers and tailors were formed shortly thereafter. Almost as soon as these were formed, workers had to use their organizations for self-protection. By the early 1800's strikes were not uncommon, and these organizations were setting up "a price list and asking each employer for his agreement." The first recorded collective bargaining process grew out of the negotiations between the Philadelphia Journeyman Cordwainers and their employers in 1799.

Thus, the early workers' associations were made up of journeymen who organized to defend themselves and to improve their wages and working conditions. Bargaining, strikes, strike benefits, lockouts and closed shops were part of the vocabulary and action of these early attempts at employer-employee relationships.

The early associations of skilled craftsmen met determined opposition from groups of employers. The employers used conspiracy trials to prevent the workmen from fixing wages, or prices as they were called, for their work. The employers also sought to prevent the workers from fixing the rate at which they worked.

During the first half of the 19th century labor unions grew and developed among the skilled craftsmen in the cities along the east coast, especially in Philadelphia, New York, Boston, Baltimore and Newark. "By 1836 Philadelphia had fifty-three trade unions; Newark and Boston sixteen each; Baltimore, twenty-three; and New York fifty-two. It was then estimated that union membership in the seaboard cities amounted to 300,000".

The growth of local labor unions led to the creation of Central Labor Councils whose purpose was to lend financial and moral support during strikes. By the 1850s the following organizations had formed national unions: The Typographical Union, Moulders' International Union, National Union of Machinists and Blacksmiths, Stone Cutters and the Hat Finishers.

Labor leaders like W. H. Sylvis of the Iron Moulders and Jonathan Fincher of the Machinists were busy organizing the affairs of national unions.

Organized labor led numerous strikes for the ten-hour day, better working conditions, and higher wages. In the two-year period from 1853-4, it was estimated that there were about 400 separate strikes, twenty-five or thirty being on at one time in New York City. "Nearly every known craft from boilermaker to printers and coachmen were involved, and scarcely a city escaped. In addition to the usual disputes in New York, Boston, Baltimore, there were strikes in Cincinnati, New Orleans, St. Louis and San Francisco."

At the end of the Civil War, labor, at the initative of W. H. Sylvis, attempted to form one national union to push labor's demands in a period of unprecedented industrial expansion. In 1866, Sylvis was successful. The basis of the National Labor Union was not the national craft unions themselves, but rather the city assembly of trade unions. Sylvis saw the National Labor Union as a way of freeing labor from the "control of capitalists by establishing cooperation in which the workingmen supplied their own capital and shared the profits." Sylvis felt that unions by themselves did not get at the cause of labor's misery which, was the wage system itself. Under Sylvis' lead, cooperatives were established by his own union, the iron moulders. Similar attempts were made by bakers, shipwrights, machinists, tailors, printers and others. The National Labor Union also sought alliances with farmers and Blacks. As the National Labor Union proclaimed:

> "What is wanted is for every union to help inculcate the grand enabling idea that the interests of labor are one: that there should be no distinction of race or nationality; no classification of Jew or Gentile; Christian or infidel; that there is one dividing line, that which separates mankind into two great classes, the class that labors and the class that lives by others' labor."

However, the National Labor Union quickly fell apart; its cooperative ventures failed, and the unions became dissatisfied with its political program. By 1872 the National Labor Union ceased to exist.

The collapse of the National Labor Union left the field in the hands of the Knights of Labor. Its first leader was Uriah S. Stephens, a New Jersey tailor and school teacher. Stephens himself believed in a secret cooperative organization of both skilled and unskilled labor.

> "Cooperation was the fundamental principle upon which the organization was based. It was not a cooperation of men for the mere purpose of enhancing the value of their combined contribution to any productive enterprise alone, but a cooperation of the various callings and crafts by which men earned the right to remain upon the earth's surface as contributors to the public good. The barriers of trade were to be cast aside; the man who toiled, no matter what, was to receive and enjoy the just fruits of his labor, and exercise of his art whether as a skilled artisan or of the humblest toilers of the earth."

From its beginning, the Knights of Labor advocated a moderate program. It opposed the exclusiveness of the craft unions and sought to recruit members from all classes, including the unskilled, women and racial minorities.

After it developed, Stephens stepped down, recommending Terence Vincent Powderly as his successor. Powderly, "a machinist by trade and a politician by instinct" restated the purpose of the Knights of Labor:

> "We take all men who obey the divine injunction: 'by the sweat of thy brow shall thou earn bread,' the machinist, the blacksmith, moulder pattern-maker, laborer, miner and clerk. All who labor. No drones. No lawyers, no bankers, no doctors, no professional politicians. By combining all branches of trade in one common brotherhood, a complete system of communicating and receiving intelligence is at once established....we teach the laborer to discuss labor in all its interest at each meeting."

Although membership in the Knights jumped dramatically after the successful strike in 1886, it fell precipitously after an unsuccessful strike a year later. The Knights failed because, like the National Labor Union, its policies were too vague. It never satisfied the national unions which represented the skilled workers. These organizations were more interested in "bread-and-butter" issues rather than social reforms. The national union wanted a loose federation with specific economic goals which would not infringe on their separate jurisdictions.

At the time of the founding of the AFL in 1886, its leaders declared:

> "The Knights of Labor have persistently attempted to undermine and disrupt the well established trade unions; organized and encouraged men who have proved themselves untrue to their trades, false to the obligations of their union, embezzlers of monies, and expelled by many unions and conspiring to pull down the trade unions."

The chief architect of the AFL was P. J. McGuire, but it was Samuel Gompers who dominated the American Federation of Labor until his death in 1924. According to Gompers, the function of organized labor was:

> " ...to recognize that first things must come first. The primary essential in our mission has been the protection of the wage-worker, how to increase his wages, to cut hours off the long work-day, which was killing him, to improve the safety and the sanitary conditions of the workshop, to free him from the tyrannies, petty or otherwise, which served to make his existence a slavery."

Unlike its predecessors, the National Union of Labor and the Knights of Labor, The American Federation of Labor was built upon pragmatism. It accepted the economic system, established a loose federation of national unions and, if called upon, supported each union attempt to improve its members' wages and working conditions. Never radical, the American Federation of Labor shied away from direct political involvement and instead, struggled for "bread-and-butter" issues. The purpose of The American Federation of Labor, as stated in its constitution, was:

> 1. "...the encouragement and formation of local Trade and Labor Unions, and the closer federation of such societies through the organization of Central Trade and Labor Unions in every city, and the further combination of such bodies, into State, Territorial or Provincial organization, to secure legislation in the interest of the working masses.
>
> 2. "The establishment of National and International Trade Unions, based upon a strict recognition of the autonomy of each trade, and the promotion and advancement of such bodies.

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3. "An American Federation of all National and International Trade Unions, to aid and assist each other, to aid and encourage the sale of union-label goods, and to secure national legislation in the interests of the working people and influence public opinion, by peaceful and legal methods, in favor of organized labor.

4. "To aid and encourage the labor press of America."

The growth of the American Federation of Labor was continual, beginning with 150,000 members in 1886. By 1899 its rolls had reached 300,000. It jumped rapidly after World War I, reaching 3,050,000. With the growth of The American Federation of Labor, organized labor became more influential, politically. Organized labor established a Washington headquarters and began making its weight felt politically, by pushing for the eight-hour day, a limit to immigration, an end to child labor, and the legal recognition of labor's right to organize.

This union was successful because it had limited objectives whose realization would bring immediate relief from the pains of rapid industrialization. Its "bread-and-butter unionism" with its blend of hard realism, was easily understood and pre-eminently achievable. Every American worker knew the benefit of an eight-hour day and higher wages.

Furthermore, being a loose federation of unions, The American Federation of Labor supported local autonomy which allowed leaders to fashion their own structure and policies. In a country which was so diverse, ethnically and economically, this was an enormous advantage.

Also, the philosophy of The American Federation of Labor was essentially in tune with American life. Its "bread-and-butter" unionism, which concentrated on wages and working conditions, was completely attuned to 19th century materialism and never seriously attacked dominant American values. Unlike the National Labor Union or the Knights of Labor, which encouraged social reconstruction, The American Federation of Labor fought bitterly with the "captains of industry" but accepted them as a necessary part of the American economic system.

While The American Federation of Labor flourished because of its pragmatism, there arose, first in Europe and then in the United States, working class organizations, ideologically opposed to the whole capitalistic system. The desire of the Knights of Labor to organize cooperatives in mining, clothing, knitting, carpentry, plumbing and pottery reflected a deep-seated labor dissatisfaction with the emerging economic system after the Civil War.

Socialists like Eugene Debs, Daniel DeLeon and Morris Hillquit led the organizations which opposed capitalism as an economic system.

The most influential labor organization to espouse social reconstruction was the Industrial Workers of the World (I.W.W.) or Wobblies, as they were more popularly known. This organization brought together Socialists like Debs and DeLeon and labor leaders from the Western Federation of Miners.

The purpose of the I.W.W. was expressed in a Manifesto from a secret conference held in Chicago on January 2, 1905. The

Manifesto pointed out: "...that machinery was wiping out the old skills and that 'resistance to capitalist tyranny may be weakened by artificial distinctions.'" Craft unionism was sharply attacked, and a movement consisting of "one great industrial union embracing all industries, providing for craft autonomy locally, industrial autonomy internationally, and working class unity generally"was endorsed.

Although the I.W.W. had remarkable success in mobilizing "large unskilled masses, it was unable to build a large scale organization. Its successes were dramatic locally, but never lasting. As a result of its strike activities during World War I, the I.W.W. became the object of a relentless cam[illegible] of suppression. This campaign, coupled with organizational bumbling in the 1920's deprived it of any real influence in the labor movement. By the 1930's the I.W.W. was only a part of the folklore of the American radicalism, living in song rather than structure.

The 1920's were a period of rapid economic growth. The automobile industry began expanding from Detroit and Flint to cities in Indiana, Illinois, and California. The oil and rubber industries followed quickly. With the collapse of the stock market in 1929, the period of rapid economic expansion abruptly ended and many American workers found themselves without jobs. Sinking economic activity, falling wages and rapidly rising unemployment created an unprecedented challenge to organized labor.

This challenge caused serious organizational problems within the AFL, leading initially to the formation of a Committee for Industrial Organization within the AFL, and finally, to the formation of a separate labor union called the Congress of Industrial Organization, more popularly the CIO. The major thrust of the Committee and later the CIO was the organization of the mass production industries which burgeoned during the economic expansion of the 1920's. As Gus Tyler summarized the movement:

> "In 1935, several unions and union leaders set up a Committee of Industrial Organization whose object it was to encourage unionization of mass production. The CIO proposed to set up new unions along 'industrial', rather than craft lines, so that all employees of a given company—unskilled as well as skilled, the man on the moving belt as well as the tool and die maker--would be in one union. In such unity, the CIO hoped to find strength.
>
> "By the mid-30's, the workers in auto, steel, textiles, chemicals, oil, apparel, radio and electronic manufacture were on the move. The labor movement was reborn. By 1936, the unions counted 4.4 million; by 1937, 5.7 million; by 1938, 6 million; by 1939, 6.5 million; and by 1940, 7.2 million. A labor movement that had represented about 10-12% of the non-agricultural employees between 1909 and 1933 now spoke for 20%. By 1953, the percent rose to 32%.
>
> "The unions affiliated with the old AFL grew alongside the new unions of the CIO. Most of the traditional craft unions adjusted to the times, accepting the 'industrial' form where desirable to organize mass manufacture. Consequently, the American labor movement after 1937 became a two-tiered structure that included both the less skilled industrial worker and the skilled tradesman."

The rapid growth of industrial unionism during the 30's and 40's presented the new unions with serious problems. One of the most difficult was the struggle to limit and then eliminate communists who sought to use the movement to increase their power in order to support Soviet influence.

During the 1920's the Communist party had little influence in the trade union movement. The depression changed this. The economic misery of the 30's increased the number of critics of the capitalist system and, dramatically, multiplied the strength of the Communist party. The party sought to infiltrate and shape the changes which were occurring in the trade union movement. It also sought to dominate the leadership of several newly emerging industrial unions.

The final blow to communist infiltration was the active anti-communist movement within the CIO during the late 1940's and early 50's, which led to the expulsion of several communist dominated unions.

By the 1950's growing political hostility to labor generally forced the leadership of both the CIO and the AFL to reconsider their differences and seek some common basis for organizational unity. This movement was aided by the absence of the former protagonists, and by the statesmanship of George Meany and Walter Reuther who foresaw the enormous benefits of a united labor movement. In 1955 negotiations between the AFL and the CIO were completed, and the AFL-CIO was reunited.

Once united, labor fought against increased attempts to curb its power legislatively. Beside this, the united labor movement supported progressive social legislation in the fields of education, housing and civil rights. In addition, the united labor movement supported organizational drives among white collar workers, especially in the civil service fields. By the 1960's there were dramatic results. In the period between 1964 and 1966 the AFSCME (American Federation of State, County and Municipal Employees) increased their membership by 20%, the AFGE (American Federation of Government Employees) by 42% and AFT (American Federation of Teachers) by 14%.

The growth of new unionism was dramatically summarized in the official publication of the AFL-CIO in the summer of 1971:

> "Not since the surge of unionism in the 1930's has the labor movement experienced anything comparable to the current trade union breakthrough among public employees. In less than a decade, union membership has at least tripled among employees of federal, state and local governments. Today, thousands of collective bargaining agreements cover millions of workers..."

Part 1: Pre-Civil War: Documents 1-3

Prior to the Civil War, technological inventions altered the means of production and increased the need for labor associations. The first selections describe the process and discuss its impact on the laboring class. These descriptions will give the student some insight into the reasons why labor organized to improve its security, increase wages and achieve better working conditions.

Part 2: Post Civil War: Documents 4-10

After the Civil War, industrialization proceeded at a faster pace. Swiftly throughout the Northeast, coal and steel became the symbols of a newly emerging America.

The readings and suggested student activities illustrate the conditions that led to bitter industrial strife and, partly as a result of this struggle, the growth of strong national unions.

Part 3: The Twentieth Century: Documents 11-15

By the beginning of the 20th century, national unions had gained a footing in American society and a central federation under the leadership of Samuel Gompers had been established.

The readings and activities in this section describe the troubled growth of a labor organization seeking stability in a society rapidly and erratically becoming totally industrialized.

Section II The Structure of Organized Labor: Documents 16-39

Today, organized labor is an influential force throughout American society. Unions are active in shops, factories, schools and glass-encased office buildings. Especially in the large urban centers such as New York, Chicago, San Francisco, Los Angeles, St. Louis, Detroit and Boston, organized labor participates significantly in the political, economic and social processes of the community.

In this section, we shall examine the formal structure of organized labor and how this structure functions on the national and local levels.

In 1978 there were nearly 23,000,000 union members who constituted approximately one-fourth of the total non-agricultural work force. Of these union members, almost 14 million were members of the AFL-CIO. The AFL-CIO is a federation of autonomous national and international unions, some of whose functions are:

1. Aid and support member unions in increasing their membership and in bargaining with employees.
2. Promote legislation favorable to the interests of workers.
3. Educate and influence the public and government officials to adopt a sympathetic attitude towards unions.
4. Urge voters to elect candidates whose records indicate that they are sympathetic to the aims of labor unions.

Part 1: Union Membership: Documents 16-26

As noted previously, there are about 23 million union members; about one-fourth of the American workers are unionized. Getting 23 million Americans to join unions was a struggle which began in the 19th century and still has not ended.

Therefore, the first question which arises about any union is, why do people join? Since the answer to the question is more complicated than appears, the initial selection of reading materials and activities presents graphs, charts, questionnaires to help students come to some tentative answers.

Part 2: Organizing Unions: Documents 27-32

Unions, like business and government, are complicated social institutions created to satisfy many different needs. To achieve these ends, unions have evolved their own unique organizations, complex in structure, often misunderstood.

Therefore, the question we are seeking to answer in this section is: How are unions organized and what do they do?

To help the student draw his own conclusions, we have included graphs, pictures, authorization card, ballot and an agreement between a fictitious union and a fictitious company.

Part 3: Basic Labor Legislation: Documents 32-35

The documents in this section are presented to help the student understand basic legislation affecting all union-employer agreements.

Part 4: Changing Labor: Documents 36-39

Since unionism has dynamic life, its composition, organization and its demands are constantly changing.

These readings and activities should help answer the question: How are organized labor and its demands changing?

Section III Organized Labor and Politics: Documents 40-42

Organized labor has always played an active role in the nation's political processes. Although its primary purpose has been economic, it has supported, either out of necessity or commitment, broader political issues. Whether it wished to or not, organized labor has been absorbed in major political struggles during the 19th and 20th centuries in America.

Although organized American labor during the 19th century was rarely completely political or ideological, it did sporadically enter politics, either to defend itself or to endorse broad social legislation. In self-defense, labor supported an end to child labor, the ten-hour day, the eight-hour day and a halt to immigration which many organized workers felt threatened to depress wages and cause widespread unemployment. Labor also supported legislative movement that sought to democratize American society--free public education, woman suffrage, direct election of senators and civil rights. Local labor groups supported the Populist and Progressive parties in their attempts to introduce major social changes in American society.

However, with the formation, in 1886, of the American Federation of Labor, organized labor tried to avoid direct entry into politics. Rather, the federation sought to concentrate on immediate "bread and butter issues," or direct support to national unions in their bitter struggles for recognition and survival.

Although the American Federation of Labor as an organization shied away from organized politics, it did not mean that its leaders were not politically influential or that its leaders were politically mute. Samuel Gompers, himself, recognized the importance of politics and expressed his concern as he spoke to the annual convention of the American Federation of Labor in Baltimore on December 8, 1887:

> ...laws that are passed frequently are of a discriminating character against those who possess nothing but their power to labor. It seems to me that the trade unions, apart from their work of attending to the matter of wages, hours of labor, and unjust conditions of labor, should extend their thoughts and action more largely into the sphere and affairs of the government. We have a right to demand legislation in the interest of the workers...

Seven years later at the annual American Federation of Labor convention in Denver, Gompers reiterated this concern:

> Beyond doubt, few, if any will contend that the workers should refuse to avail themselves of their political rights or fail to endeavor to secure such demands which they make by the exercise of political power.

However, his emphasis upon the immediate economic struggle left a legacy which was difficult to change. Even though a British Labour Party was organized in the 1890's, organized labor in the United States was unable to get sufficient support to organize a separate labor party.

At best, small segments of the American Labor movement supported certain political parties such as the Socialist Party and the Progressive Party. The national federation was careful to avoid a sustained political commitment.

It was only in the 1930's that labor fully recognized the importance of politics. This recognition grew out of the economic crisis which forced Americans to realize that only determined government action could re-establish economic stability and prosperity.

The passage of the National Industrial Recovery Act and of the Wagner Labor Relations Act demonstrated dramatically how legislation could legitimatize labor's action. Government recognition of labor's right to bargain led to an unprecedented growth of organized labor among the skilled and unskilled industrial workers throughout urban United States. Labor's successful growth led to an even greater awareness of the importance of politics as a means of achieving economic and social goals.

Consequently, union members and union leaders became more aware of the growing inter-relationship between politics and labor's broader social need. Wages, working conditions, seniority, and grievances were only part of the union's functions. More and more, workers demanded that unions work politically to protect their rights and improve housing, health care and education.

Thus, union growth as a result of the labor legislation of the 1930's increased the awareness of politics in its relationship to the welfare of the workers. An expression of this was the formation of the American Labor Party in New York and the creation of the Liberal Party in New York City in which major labor leaders like David Dubinsky and Alex Rose played important roles.

Another expression of this realization was the formation within the new unions of a political action committee whose sole purpose was to influence politics.

Initially, PAC, as the Committee was called, began to organize labor's resources in support of those politicians who were sympathetic to labor's interest. PAC also actively supported social legislation which it felt important. It did this by organizing men and raising money, both nationally and locally, to support labor's interests. As Philip Murray, President of the CIO stated:

> For the first time in American history, the forces of labor are now setting up a nationwide organization to protect the political rights of the workingman, as well as the rights of the returning soldier, the farmer, the small businessman and the so-called "common man."

The Political Action Committee sought to collect money, canvass, organize precinct workers, publish a variety of pamphlets to support local and national candidates favorable to labor's immediate interests and its longer range social goals: racial equality and full equality for women.

Initially, PAC entered the campaign in the 1944 national election and supported Franklin D. Roosevelt.

The Political Action Committee of the CIO was the forerunner of today's COPE. (Committee on Political Education) which was established to influence the political process, locally and nationally. COPE was and is committed to:

1. support programs to provide better education
2. protect the rights of all individuals
3. provide full employment at a decent wage
4. achieve social and economic justice
5. establish sound and fair labor relations
6. develop better housing
7. expand social insurance programs for the ill, for the elderly, for the unemployed and those injured on the job
8. provide fair tax laws
9. ease the burden of poverty
10. protect consumers
11. protect and develop our resources
12. help solve the pressing problems of urban life
13. support foreign trade and aid.

It attempts to do this by endorsing candidates both nationally and locally which the AFL-CIO considers closest to its policies. Besides endorsement of candidates, COPE reports facts about issues and candidates. It publishes voting records of elected officials and carries on extensive drives to help people register and vote.

Besides COPE, which is essentially a national organization, many State and Central Labor Councils are active politically. Most, if not all, State and Central Labor Councils have their own legislative representatives as well as friends and manpower available to support politicians and legislation which are favorable to their interests; also, many international unions have their own legislative representatives as well as friends and manpower available to support politicians and legislation which are favorable to their interests; also, many international unions have their own COPE departments or an equivalent.

Locals are also deeply involved in the political process, either defending their interests or else seeking to improve the living conditions of their members. The local's political action usually has a very direct effect upon its members, and it is here that union members get the clearest picture of the importance of political action in their own lives.

Part 1: Political Views of 19th Century American Labor: Document 40

The initial collection of documents and activities illustrates organized labor's political consciousness, as well as its concern, for the broader social issues which existed in 19th century America. Although, as previously mentioned, the American Federation of Labor under the leadership of Gompers concentrated on immediate economic issues, labor never completely lost its political consciousness. The documents in this section display the spectrum of labor's political consciousness as well as the opinion of its leaders on such issues as free speech, women's suffrage, conservation and others, which arose in the 19th century and became burning social issues by the 20th century. However, it must be remembered that these selections are limited and do not give a complete picture of labor's political consciousness. Labor, like every other facet of American life, manifested heterogeneity and multiplicity. These selections deal only with some of its dominant interests.

Part 2: Labor and Politics in the 20th Century: Documents 41-42

This collection of documents and activities explores the policies and organizations which labor created after the 1930's to bring about the political change.

The material concentrates on two organizations which labor created for direct involvement in the political process: PAC and COPE. Although labor became involved in many other ways, these two influential organizational structures symbolized and demonstrated labor's commitment to direct political involvement.

Section IV Organized Labor and Technological Change: Documents 43-46

Technological change has created serious problems for American Society in general and for organized labor in particular. Technologically, a revolution is occurring. With unprecedented and historic speed, whole industries have disappeared and new ones have arisen.

Alvin Toffler's Future Shock brilliantly catalogues the process:

> This acceleration is frequently dramatized by a thumbnail account of the progress in transportation. It has been pointed out, for example, that in 6000 B.C. the fastest transportation available to man over long distances was the camel caravan, averaging eight miles per hour. It was not until about 1600 B.C. when the chariot was invented that the maximum speed was raised to roughly twenty miles per hour.
>
> So impressive was this invention, so difficult was it to exceed this speed limit, that nearly 3,500 years later, when the first mail coach began operating in England in 1784, it averaged a mere ten mph. The first steam locomotive, introduced in 1825, could muster a top speed of only thirteen mph, and the great sailing ships of the time labored along at less than half that speed. It was probably not until the 1880's that man, with the help of a more advanced steam locomotive, managed to reach a speed of one hundred mph. It took the human race millions of years to attain that record.
>
> It took only fifty-eight years, however, to quadruple the limit so that by 1938 airborne man was cracking the 400-mph line. It took a mere twenty-year flick of time to double the limit again. And by the 1960's rocket planes approached speeds of 4000 mph, and men in space capsules were circling the earth at 18,000 mph. Plotted on a graph, the line representing progress in the past generation would leap vertically off the page.

These technological changes have created new and serious problems for organized labor because they have altered the conditions of work in almost every industry. The pace and scope of change have made skills obsolete, dislocated industries and intensified a feeling of insecurity in factories and offices from New York to San Francisco.

What is technological change?

Technological change transforms the methods of producing or distributing and storing goods and services. Its aim usually is to increase efficiency--produce more with less--and thereby cut unit cost. Typically it involves the application of machinery, powered by water, steam or heat, later by electricity, and possibly tomorrow by atomic energy.

Technological change recently has "employed" electronic computers, automatic production lines, the replacement of steam engine railroads by diesel engines, by airplane transportation, by huge trucks and large buses.

Since World War II the new technological revolution has been concentrated in the area of automatic and semi-automatic production methods, usually referred to as automation. In addition, it has also been associated with the use of electronic computers for obtaining and storing huge amounts of information at extremely rapid rates and in small spaces.

Associated with these technological changes is a dramatic increase in productivity. For example, in the period 1947-72 productivity in the United States was at an annual rate of 3.2 percent which is 50 percent faster than the 2 percent which existed in the period from 1919-1947. Also associated with this change has been the movement of industry from relatively tall buildings in the cities to large one-story structures in the suburbs.

Furthermore, there has been a dramatic change in the kinds of skills workers needed and the types of skills required by the automated or semi-automated processes.

Rapid technological change produces insecurities for workers. Their jobs may be eliminated completely. They may have to uproot themselves as their factory or office moves, maybe hundreds of miles away. Old skills, developed over years of training and experience, may become obsolete, new skills may be required.

Rapid technological change also intensifies the workers' insecurity in a highly competitive economy. As a noted authority phrased it:

> The conflict between the worker and the emerging new forms of technology is as old as the industrial revolution. It took violent forms before the rise of trade unions in the Luddite riots of old England. Stanley Mathewson describes the restriction of output among the unorganized in 1931 long before the great organizing drives of 1933-1937. The term *featherbedding* came into vogue when some of these feelings and restrictions found their way into the collective agreements between the trade unions and management. The blindness of hindsight has led us to view the fears and alarms of those early workers with an amused and patronizing air as we look back to the tremendous industrial expansion since those days. It has been pointed out *ad nauseam* how many more jobs were created over those lost. The tragic actors who had to subsidize those changes with their own short-run lives have faded into an ignored historical limbo.

While the American worker, because of unique historical conditions, has never really opposed technological change, it has intensified the workers' insecurity, widened the range of issues in collective bargaining and complicated negotiations between management and labor.

To meet these needs, organized labor negotiated plans to ease some of the pain created by rapid technological change. One such plan was negotiated between Armour & Company and the Amalgamated Meat Cutters and Butchermen of North America (AFL-CIO) and the United Packinghouse, Food and Allied Workers' Unions of America (AFL-CIO). This agreement provided for joint aid for nearly 1,500 production and maintenance workers who lost their jobs when Armour & Company closed its Sioux City, Iowa meat packing plant in June 1963.

Another interesting plan was negotiated between the United Steelworkers of America and the Kaiser Steel Company. The plan provided that, while no one is guaranteed employment in the face of technological change,

> ...rather, Kaiser guarantees that, starting March 1, 1963, even though there were changes in methods, it will reduce the current total number of employees below the number required to produce comparable tonnage in 1961 only to the extent that attrition or increased production can absorb those displaced. The number thus technologically displaced will constitute an employment reserve that is guaranteed employment.

Although the unions have moved to meet the problems raised by the technological revolution, they are far from solved. Organized labor will probably find that these problems will become more serious as the technological change accelerates.

Part 1: Scope of Technological Change: Documents 43-44

The first selection of documents and activities should give the reader some indication of the scope of the technological change. Although the emphasis is upon mass production industries, these readings could have included almost every industry in the United States.

Part 2: The Workers and Technological Change: Documents 45-46

Technological change has had an enormous impact upon the labor movement. Not only has it changed labor's composition, but it has also perceptibly altered collective bargaining issues.

The documents and suggested activities that follow indicate how labor is moving to meet the challenges of technological change.

DOCUMENT 1

Why the First Labor Associations Were Formed: The Shoemakers

The following readings describe the changes, inventions brought into the lives of shoemakers and needle-trade workers in the 1840's and 50's.

From: The Industrial Worker, 1840-1860, Norman Ware
Quadrangle, New York, 1967, pp. 38-39.

The changes in the boot and shoe industry in the forties and fifties were of two sorts; those that were simply a continuation and accentuation of changes found in the preceding period, and those arising from the introduction of machinery. In the preceding decades the wholesale manufacture of shoes was increasingly supplanting the custom and retail work and the rewards of labor had fallen correspondingly. Custom work had paid from $1.40 to $2.75 per pair from 1800 to 1810. In 1835, wholesale work paid only $1.12 per pair. The important changes in the position of the shoemaker in our period were effected by the displacement of the merchant capitalist by the factory owner as the chief organizer of production. This change was facilitated by the failure of many of the older New England firms in the depression of 1837-39.

Thus we find three stages in the social revolution in the shoe trade up to 1860; the stage of the master workman and his journeymen up to 1830; the merchant capitalist stage, to 1840; and the stage of the factory owner, with or without machinery, until 1860. The character of the merchant capitalist stage from the standpoint of the master and journeyman is seen in the protest of the journeymen cordwainers of Philadelphia in 1835.

If we take a retrospective view of our trade we will find that a few years ago the slowest of our profession could earn at least seven or eight dollars per week and that by no greater exertion than it now requires to make four or five....From that time to the present the trade has been gradually sinking, at least so far as the interests of the journeymen are concerned. The cunning men from the East have come to our city, and having capital themselves, or joining with those who had, have embarked in our business and realized large fortunes by reduction of our wages....

Questions for Inquiry and Discussion

1. What changes occurred in the boot and shoe industry during the 1840's and 1850's?
2. How did the factory system change the conditions under which shoemakers worked?
3. If you were a shoemaker, would you have wanted to work in the newly organized factories? Explain your answer.
4. How did the factory system change the life of the shoemaker?
5. Why was unemployment a more serious problem once the factory system was introduced?
6. Was the shoemaker better or worse off after the introduction of the factory system? Explain your answer.
7. In what ways did the life of the shoemaker improve after the initial process of industrialization?

Topics for Independent Study

1. Research and present a report about the working conditions in shoe factories today. Compare them to the conditions which existed during the early period of industrialization in the United States.
2. Investigate the local shoemaker's shop and compare the local shoemaker's working conditions and income with that described in the preceding passage.

DOCUMENT 2

Why the First Labor Associations Were Formed: The Needle Trades

From: The Industrial Worker, 1840-1860, Norman Ware,
Quadrangle, New York, 1967, pp. 48-50.

There was not in our period, or probably in any other, a more helpless and degraded class of workers than the needlewomen of the cities. Their condition had earlier enlisted the efforts of Mathew Carey and others, without appreciable result. They were incapable of organizing themselves permanently because of the semi-industrial nature of their trade and the surplus of that sort of labor. What little organization was achieved among them depended rather on the spasmodic efforts of 'humane persons' who interested themselves in their behalf.

From 1840 to 1860 a complete revolution occurred in the tailoring industry as a result of the introduction of ready-made clothing in common use. Until 1835 the only clothing kept for sale was 'shop clothing' which was sold almost entirely to seaman. The wholesale manufacture of clothes began in New York in 1835, but went under in the panic of 1837. In 1840 the trade revived and offered employment, such as it was, to thousands of women. At first, much of this work was sent into the country to be made up, but it was gradually being brought into the 'factories.'

The sewing machine made its appearance in the clothing trade in the early fifties. At first the tailor was required to buy his own machine and, as those who had sufficient savings to do this were few, those who had not were compelled to pay the machine tailor for straight stitching. The machine tailor soon discovered that his investment was not a paying one. His earnings were no greater than before and his savings were gone. The profit of the machine went to the bosses; "they got their work quicker and it was done better."

> The needle is sure soon to be consigned to the lumber-room (wrote Greeley in 1853), where in our mother's "great wheel," "little wheel," loom and "swifts" are now silently moldering. Twenty years more may elapse ...before the revolution will have been completed, but the sewing of a long straight seam otherwise than by machinery is even now a mistake, an anachronism. And the finger-plied needle, though it may be retained a few years longer for button-holes and such fancy work, has but a short lease left....

There were at this time four groups of needle-women corresponding to the classes of work and the stages of advance toward the complete factory system of a later date. The journeymen dressmakers, who were employed by the week, often worked fourteen to sixteen hours a day, and were paid from $1.25 to $2.50 per week. The dressmakers who went into the homes of their customers were better paid, receiving 62½ cents, 75 cents, and $1 a day. Apprentices were usually paid nothing for the first six months and boarded themselves. They were frequently required to pay the employer $10 or $15 for the privilege of 'learning,' and, if they were unable to pay, they worked for a year without wages and boarded themselves. Instead of being taught the trade, the apprentices were usually kept at plain sewing, and at the end of the apprenticeship two thirds or three quarters of them were not trained dressmakers at all. The last group, and the lowest in the scale in every respect, were those who worked in their own homes, calling for their work and returning to the shop when it was finished. There were ten thousand of these women in New York City alone in 1854, and their wages, hours, and conditions of work were inconceivably bad. Widows in Cincinnati were supporting children by making shirts for ten cents each and pants for fifteen and seventeen cents. It was estimated that they could make nine shirts in a week, or ninety cents for a long week's work. In New York, in 1845, some of the needlewomen were being paid ten to eighteen cents a day for twelve to fourteen hours' work, while others, who were more proficient, were paid twenty-five cents a day. Work which had brought 97½ cents in 1844 was paid only 37½ cents in 1845. The average earnings of these women were $1.50 to $2 a week, though many of them could not earn more than $1.

> A great number of females are employed in making men's and boys' caps said the "Tribune" reporter in 1845. By constant labor, 15 to 18 hours a day, they can make from 14 to 25 cents. We are told by an old lady who has lived by this kind of work for a long time that when she begins at sunrise and works till midnight she can earn 14 cents a day....
>
> The manner in which these women live, the squalidness and unhealthy location and nature of their habitations, the impossibility of providing for any of the slightest recreations or moral or intellectual culture or of educating their children, can be easily imagined; but we assure the public that it would require an extremely active imagination to conceive the reality.

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Questions for Inquiry and Discussion

1. What changes in the needle trades are described in this passage?
2. How did the introduction of the sewing machine influence the clothing trades?
3. Describe the conditions under which the women worked.
4. Within the reading passage there is the statement:

   > When the industrial worker and his friends protested that there was White slavery in the North as evil as the Black slavery in the South, they were thinking of conditions of this sort.

   From your reading, would you agree or disagree? Explain your answer.
5. Were wages in the needle trades depressed because most of the workers were women? Explain your answer.
6. Why did women accept the conditions described in this passage?

Topics for Independent Study

1. In the early days of industrialization, many workers labored long hours for low wages under cruel and dangerous working conditions. Research the role of unionism in changing these conditions.

2. Discuss three ways by which a member of the International Ladies' Garment Workers Union is better off than the women described above.

DOCUMENT 3

Why the First Labor Associations Were Formed: Wages

From: The Industrial Worker, 1840-1860, Norman Ware,
Quadrangle, New York, 1967, pp. 68-69.

The normal wage for day labor in the thirties was one dollar a day, and in Philadelphia, in 1839, the laborers struck for an advance to \$1.12½. This was allowed by some of the contractors, but most of them either refused it altogether or increased, in lieu of wages, the ration of whiskey. The whiskey allowance was one and a half pints a day, given out in nine doses.

A schedule of wages of masons and masons' laborers published in 1846 showed no increase in either case for the preceding decade. In 1836 the wages of masons in New York were \$1.75 a day and of laborers \$1. In 1840 masons' wages had fallen to \$1.50 and those of laborers to 75 cents. By 1845 they had recovered and masons were again getting \$1.75 and laborers \$1. In 1843 the laborers' union in New York declared that \$1 a day was a reasonable wage and objected to the employment of convicts on the roads, a method of using prison labor that was supported by the mechanics.

The "Laborers' Union Benevolent Association" of New York was formed in 1843 and chartered in 1845. The initiation fee was \$2 and the monthly dues 12½ cents. A sick benefit was paid of \$2 a week and a death benefit of \$15.

In the spring of 1846 a large number of Irish laborers who had been at work during the winter for 65 cents a day went on strike for 87½ cents. As a result of the strike, the contractors hired

> a cargo of freshly landed Germans to take their places and ordered the laborers to quit the premises, which they refused to do and resorted to the lawless and unjustifiable step of endeavoring to drive the Germans from the work by intimidation and violence. Of course the military were called out, the Irish overawed, the Germans protected in their work, and thus the matter stands. So far, the contractors may be said to have triumphed.

Laborers' wages in the mills and elsewhere were no higher. Laborers with families to support were receiving as low as \$250 a year at Lowell and were said to work harder than any other class of men. The Essex Corporation in the "new city" of Methuen became involved in a strike at this time as a result of an attempt to reduce the wages of the Irish laborers to eighty-four cents a day. In 1848 the Irish laborers, on an extension of the Connecticut River Railroad, were being paid seventy cents a day and struck for eighty-five cents. In 1850 Mooney reported that laborers' wages in the United States were eighty cents a day, and in New York they varied from $1 to $1.25. The same year the Laborers' Union decided to strike for a general rate of $1.12½. The "Tribune" pointed out that the laborer could work on an average only 200 days in the year, which would give him $200 a year at the common rate and $225 at the rate demanded by the laborers, and that this was not equal to 62½ cents a day in a farming community.

Questions for Inquiry and Discussion

1. What changes in the conditions of labor are described in this article?
2. Why did the wages paid to laborers decline in certain trades?
3. How did labor act to keep their wages from being cut?

Topics for Independent Study

1. Where were the first factories located in the United States?
2. In the United States, which industries were the first to become industrialized?
3. Was the beginning of the Industrial Revolution in the United States similar to that of Great Britain?
4. Some workers, viewing the machinery as the enemy, destroyed it. They were called Luddites. Find out about them. Imagine yourself asked to join them -- record the imaginary dialogue.

Document 3 (cont'd.)

5. Was the suffering which workers experienced during the Industrial Revolution necessary?
6. How did the Industrial Revolution affect American political life?

DOCUMENT 14

A Labor Song of the 1930's

Photographs and popular songs may be used as historical documents. The following is a labor song from the Depression.

In nineteen hundred an' thirty-two
  We wus sometimes sad an' blue
Travelin' roun' from place to place
  Tryin' to find some work to do
If we's successful to find a job,
  De wages was so small,
We could scarcely live in de summertime--
  Almost starved in de fall.

Befo' we got our union back.
  It's very sad to say,
Ole blue shirts an' overalls
  Wus de topic of de day.
Dey wus so full of patches
  An' so badly to'n
Our wives had to sew for 'bout a hour
  Befo' dey could be wo'n.

Now when our union men walks out,
  Got de good clothes on deir backs,
Crepe de chine and fine silk shirts,
  Bran' new Miller block hats;
Fine silk socks an' Florsheim shoes,
  Dey're glitterin' against de sun
Got dollars in deir pockets, smokin' good cigars--
  Boys, des what de union done.

Questions for Inquiry and Discussion

1. What are the union benefits described in the song?

2. What reason does this song give for joining a union?

3. Who do you think would sing a song like this?

4. What other labor songs were written during this period?

Document 15

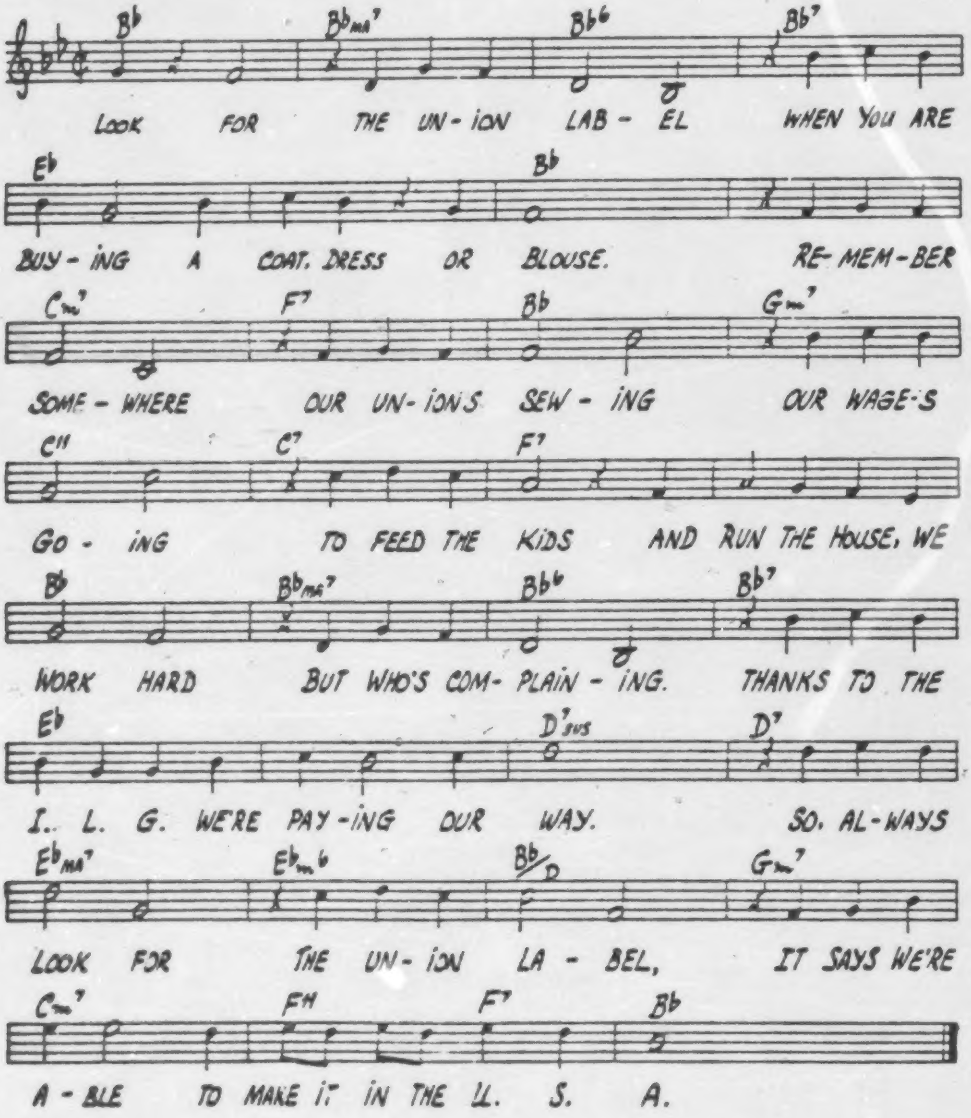
A Labor Song of the '70's

"UNION LABEL"

As sung and recorded by our own I.L.G members
for our first TV appearance, November 11, 1975....

Words:
PAULA GREEN

Music:
MALCOLM DODDS


Bb Bbma7 Bb6 Bb7
LOOK FOR THE UN-ION LAB-EL WHEN YOU ARE
Eb Bb
BUY-ING A COAT, DRESS OR BLOUSE. RE-MEM-BER
Cm7 F7 Bb Gm7
SOME-WHERE OUR UN-ION'S SEW-ING OUR WAGE-S
C11 C7 F7
GO-ING TO FEED THE KIDS AND RUN THE HOUSE, WE
Bb Bbma7 Bb6 Bb7
WORK HARD BUT WHO'S COM-PLAIN-ING. THANKS TO THE
Eb D7sus D7
I. L. G. WE'RE PAY-ING OUR WAY. SO, AL-WAYS
Ebma7 Ebm6 Bb/D Gm7
LOOK FOR THE UN-ION LA-BEL, IT SAYS WE'RE
Cm7 F11 F7 Bb
A-BLE TO MAKE IT IN THE U. S. A.

© 1975 International Ladies Garment Workers Union

Document 15 (cont'd.)

Questions for Inquiry and Discussion

1. You may have heard the Union Label song of the ILGWU. It is designed to communicate a message to the American public. Look closely at the lyrics and see what it says about
    a. the union's role in wages
    b. buying union-made clothing.
2. Tell why you think this song is effective or is not effective in reaching people.

7. The following outline was developed for the American Labor Studies 10-week elective course taught at Lewiston-Porter Senior High School in Youngstown, New York.

Where the terms "review" and "discuss" are used, they mean that a wide variety of classroom approaches might be used, such as small-group discussions, debates where appropriate, seminars, lectures, and class discussions. No one single approach such as a teacher-led class discussion is intended.

In addition, a variety of learning activities to supplement the basic lesson should be encouraged, such as bulletin boards, field trips, guest speakers, book reports, cartoon projects, and role playing.

This course makes extensive use of the "Documents" from Organized Labor - Study of Labor in America, published by the United Federation of Teachers, which is also represented in this collection.

American Labor Studies
Lewiston-Porter Senior High School
Youngstown, New York

Part I - Labor History

Unit I "Colonial America: Workers - Bond and Free" (1600-1776)

This unit examines the characteristics of American labor from the first settlers through the coming of the American Revolution. It examines the economic conditions that existed and its impact on the workforce. It contrasts the different types of workers from indentured to slave to free. The early role of government is examined as well as early attempts by workers to organize. A special focus is given to those distinctive characteristics of American labor as a whole in the pre-revolutionary period.

Lesson 1 *

Course orientation and overview
Administration of Attitude Pre-test
Distribution of course materials and text
Assign: Read Chapter I in text (American Labor, Harry Pelling, University of Chicago Press, Chicago, 1960) and be prepared to discuss assigned questions.

Lesson 2

Introduce and show filmstrip, Part 1 of The American Labor Movement: A Fight for Human Dignity (Educational Enrichment Materials, New York Times Publications, New York).
Discuss filmstrip and reading assignment.
Assign: Classroom Exercise "Early Labor Imports" and "Treatment of Laborers and Identured Servants in Early America" (Materials for "Using American Issues Forum" in the American History Classroom, Topic V: Working in America, pages 14-20, New York State Department of Education, Albany)

Lesson 3

Conduct class discussion on assignment.
Assign: Read Chapter II in text and be prepared to discuss questions.

Unit II "A New Nation: The Emergence of Industrialism" (1776-1850)

This unit traces the gradual change from an agrarian society to one which experienced the beginnings of the Industrial Revolution. It examines how the Industrial Revolution began to change the nature of the workforce, how slavery was handled, the impact of immigration, and the beginnings of the American labor movement.

Lesson 4

Introduce and show Part 2 of the filmstrip.
Discuss filmstrip and the reading assignment. (Questions are attached.)
Assign: Classroom Exercise:"Working Conditions in Textile Mills" from Topic V, Working in America, pages 23-29

* Lessons may last for more than one period.

Lesson 5

Conduct Classroom Exercise: "Working Conditions in Textile Mills".
Assign: Documents 1, 2 and 3 from Organized Labor (UFT) *

Lesson 6

Review Questions for Inquiry and Discussion for Documents.
Assign: Read Chapter III in text and be prepared to discuss questions.

Unit III "A Nation Divided: The Civil War and a Period of Change" (1860-1886)

This unit traces the impact of the Civil War, the end of slave labor, the beginnings of modern unionism, the Great Railroad Strike of 1877 and the role of Socialism.

Lesson 7

Introduce and show Part 3 of the filmstrip.
Discuss filmstrip and the reading assignment.
Assign: Document 6 from Organized Labor (UFT)

Lesson 8

Introduce and show filmstrip 1877 - The Great Strike (Multi-Media Productions Inc., P. O. Box 5097, Stanford, California 94305).
Discuss Document 6 and filmstrip questions.
Assign: Read Chapters IV, V, and VI in the text and be prepared to discuss questions.

Unit IV "The Struggle for Dignity: A Labor Movement is Born" (1886-1929)

This unit traces the bitter struggles between labor and management during this period. It focuses on the Homestead Strike, the Pullman Strike, the Mine Workers Strike, the Ludlow Massacre and other labor-management conflicts. It also examines the Knights of Labor, the I. W. W., and the AFofL. Also examined is the role government played in labor-management relations and the role of labor in World War I.

Lesson 9

Introduce and show Part 4 of the filmstrip.
Discuss filmstrip and questions from text reading.
Assign: Documents 8, 9 and 10 from Organized Labor (UFT) and Classroom Exercise "Andrew Carnegie: Two Sides of the Man" from Topic V, Working in America, pages 34-39

Lesson 10

Review Questions for Inquiry and Discussion for Documents.
Carry out strategy for Andrew Carnegie exercise.

*See Unit 6, Organized Labor - Study of Labor in America

United Federation of Teachers
Box OL
260 Park Avenue South
New York, New York 10010

Lesson 11

Introduce and show film Bullet Bargaining at Ludlow (available from Film Division, Department of Education, AFL-CIO, 815 16th St., N.W., Washington, D. C. 20006)
Discuss film.
Assign: Read Chapter VII in the text and be prepared to discuss questions.

Unit V "Labor Comes of Age: Depression, A New Deal and War" (1929-1945)

This unit examines the growth of the labor movement during the 1930s, the rise of the CIO, and the role of labor during World War II. New Deal legislation will be highlighted.

Lesson 12

Introduce and show Part V of the filmstrip "Labor Comes of Age", (American Labor Movement, Education Enrichment materials).

Lesson 13

Introduce and show film "Labor Comes of Age" (available from the AFL-CIO Film Division).
Discuss film.
Assign: Document 10 from Organized Labor (UFT)

Lesson 14 (Two days)

Introduce and show film With Babies and Banners (available from the AFL-CIO Film Division).
Discuss film.
Assign: Read Chapter VIII in the text and be prepared to discuss questions.

Unit VI "The Modern Labor Movement: Its Problems, Progress and Prospects" (1945-)

This unit traces the development of the labor movement since the end of World War II, focusing on the Taft-Hartley Act, the problems of racketeering and Communism, the merger of AFL and CIO, new organizing directions, the Landrum-Griffin Act, and the problems and prospects facing labor.

Lesson 15

Introduce and show Part VI of filmstrip.
Discuss the filmstrip and reading assignment.

Lesson 16

Introduce and show film The Inheritance (available from the AFL-CIO Film Division).
Discuss the film as an over-all review of labor history.

Lesson 17 Examination on labor history

Part II - Structure, Activities and Issues

Unit VII "The American Labor Movement: Its Structure and Organization"

This unit examines the structure of the American labor movement including the AFL-CIO, a typical international union structure, a typical local union, a profile of union membership in the U. S., as well as international comparisons and American labor's relationship with the international labor movement. This would include the ICFTU, the WFTU, International Trade Secretariats, AFL-CIO regional institutes and the ILO.

Lesson 18

Distribute and review Documents 16 and 17 from *Organized Labor* (UFT) and *This is the AFL-CIO* booklet (available from Publications Department, AFL-CIO, publication Number 20).

Assign: Document 18 from Organized Labor (UFT) and distribute constitutions from national unions, if available, for students to review.

Lesson 19

Review and discuss Document 18 and constitutions.

Assign: Document 26 and 30 from *Organized Labor* (UFT)

Lesson 20

Review and discuss Questions for Inquiry and Discussion for Documents 26 and 30.

Lesson 21

Introduce and show film *Union At Work* (available from the AFL-CIO Film Division).

Discuss the film.

Assign: Documents 20, 21, 22, 23, 24 and 25 from *Organized Labor* (UFT)

Lesson 22

Review and discuss Questions for Inquiry and Discussion for Documents 21-25.

Assign: *This is the AFL-CIO*, pages 11-13 (International Affairs).

Lesson 23

Discuss reading assignment.

Introduce and show film *A Day Like Any Other* (Available from the AFL-CIO Film Division) which examines the ILO.

Assign: Documents 33, 34 and 35 and student handout on labor legislation.

UNIT VIII "Labor Law; Hostility, Toleration, Encouragement and Control"

This unit is concerned with the characteristic features of evolving labor law, the reasons the evolution has taken the path it has, and the probable future direction of labor law at the national and state levels. The historic role played by the executive, legislative and judicial branches will be evaluated. Among the specific areas examined will be the Conspiracy Doctrine, the use of the injunction, child labor laws, the Sherman and Clayton Acts, the Norris-LaGuardia Act, the Wagner Act, Taft-Hartley and Landrum-Griffin. New York State's Taylor Law and laws governing public-sector unions will be evaluated.

Lesson 24

Review and discuss Document 33, 34 and 35 and the student handout on labor legislation.
Assign: Read "What is the Taylor Law?...And How Does it Work" (available from the New York State Public Employment Relations Board, Albany)

Lesson 25

Review and discuss Taylor Law pamphlet and proposals for amending the law.
Assign: Read Union Security (available from the Publications Department, AFL-CIO).

Lesson 26

Review and discuss the Labor Law Reform proposal and the positions of the AFL-CIO and the National Right-to-Work Committee.
Introduce and show film Reform at Last (available from the AFL-CIO Film Division).
Discuss film in relation to other materials.
Assign: Document 40 and 42 from Organized Labor (UFT)

UNIT IX "The American Labor Movement: Its Goals and Activities"

This unit examines the goals of the American labor movement and its activities to achieve those goals. Topics include legislation and lobbying, political action (COPE), boycotts, organizing (to include a simulation), collective bargaining (to include a simulation), research, civil and human rights, education and training, the union label and international affairs.

Lesson 27

Review historic legislative goals of the labor movement.
Discuss Questions for Inquiry and Discussion for Documents 40 and 42.

Lesson 28

Introduce and show film COPE: Good Work For Democracy (available from the AFL-CIO Film Division).
Discuss the film.

Lesson 29

Introduce and show film The Lobbyist (Available from the AFL-CIO Film Division).
Discuss the film.

Lesson 30

Introduce and show film Why We Boycott (available from the AFL-CIO Film Division).
Discuss the film.
Assign: Read Your Government Conducts an Election, National Labor Relations Board, Washington, D. C.

Lesson 31

Collective Bargaining Election Simulation (Allow up to three days to complete and critique). Assign students various roles in labor, management and NLRB, and conduct an exercise where the workers go through the process of gaining recognition as the bargaining agent - to include handling unfair labor practices. Critique the exercise when completed.

Lesson 32

Collective Bargaining Simulation (allow 3-4 days). Conduct a collective bargaining simulation exercise as outlined in "Settle or Strike", available from Communications Workers of America, 1925 K St., N.W., Washington, D. C. 20006.
Assign: Document 32, 37, 38, and 43 from Organized Labor (UFT)

Lesson 33

Review and discuss documents and current trends in collective bargaining.
Assign: Read This is the AFL-CIO, pages 10-22, and be prepared to discuss questions.

Lesson 34

Review and discuss assignment with emphasis on research, education and training, civil rights and the union label.
Assign: Read "American Labor's Continuing Involvement in World Affairs" by Roy Godson (reprinted from Orbis, Volume XIX, Spring 1975, No. 1).

Lesson 35

Discuss questions and article by Godson.

Unit X "Labor Looks Ahead: Issues and Answers"

This unit explores the variety of issues confronting the American labor movement and its response to these issues. Among those examined are the right to strike, reverse discrimination, the sub-minimum wage, "right-to-work" laws, occupational health and safety, job security, minorities and the labor movement, women and the labor movement, industrial democracy, unions and the intellectuals, unemployment and others.

Lesson 36

Introduce and show filmstrip *The Right to Strike*,
New York Times, Book and Education Division,
229 West 43rd St., New York 10036
Discuss questions on the filmstrip.
Assign: Document 46 from *Organized Labor* (UFT) from "Rediscovering American Labor," in *Commentary*, Penn Kemble, April, 1971.

Lesson 37

Discuss Questions for Inquiry and Discussion from Document 46.
Assign: Read "Are Unions too Powerful?" *Skeptic*, May-June, 1976, and be prepared to discuss questions.

Lesson 38

Discuss *Skeptic* article questions.

Lesson 39

Introduce and show film on George Meany, *Reflections* (available from the AFL-CIO Film Division).
Discuss film.

Lesson 40

Because of the wide variety of issues confronting the labor movement and because of student's varying interests, each student should be assigned a term paper focusing on one of the major issues at the beginning of the course. Seminars may also be organized around issues as time and resources permit.

OPTIONAL LESSONS

Lesson A Labor Songs and Folklore

Distribute handout explaining the use of music throughout labor history and the lyrics of the most popular labor songs. Briefly discuss the role music has played and review the background of each of the songs to be played. Play record of labor songs, *The Original Talking Union*, Almanac Singers, Pete Seeger and chorus, Folkways 5285. (See "A Discography of American Labor Union Songs" by Archie Green, *New York Folklore Quarterly*, Autumn, 1961.)

Lesson B The Labor Press

Place display on bulletin board of the different types of labor press - including newspapers, pamphlets, magazines and journals, flyers, newsletters, from the AFL-CIO and its affiliates.
Distribute copies of various materials to students.
Conduct discussion on the role and function of the labor press.

Lesson C Careers in Labor

Review the various career opportunities available to students in the field of labor relations to include working for unions, working as a neutral or with management.
Discuss the industrial and labor relations programs available at a number of universities.

Lesson D Independent Study Project

Draw up independent study contracts with students who wish to explore some aspect of the American labor movement in more detail.

8. These selections from American Labor History Told by Those Who Lived It tell the story of courageous people who struggled to win freedom and dignity for themselves and for their children. This section was prepared by the AFL-CIO Department of Education.

American Labor History - Told by Those Who Lived It
Education Department
AFL-CIO
Washington, D.C.

Introduction

Labor history is not a collection of dead names and dates. It is the story of courageous men who struggled against seemingly overwhelming odds to win freedom and dignity for themselves and their children.

We study history not because it repeats itself or because, like a crystal ball, it enables us to predict the future, but because the things that men did in the past have become a part of our present. By knowing better what they did, we can better understand ourselves and what we are.

This collection of readings tells the story of labor history as it was written by those who lived it -- by those who championed the cause of labor and by those who resisted it with all the power they could command.

The story begins in colonial America with skilled craftsmen being sold to the highest bidder from the auction block. The distance which we have come from that auction block is in large part the result of the heroic efforts of workers to organize together to win a share in a better life.

Child Labor

Employers of children in the early 19th century regarded themselves as public benefactors because they protected the children from the "vice and immorality of idleness." The following advertisement from the Federal Gazette of Baltimore in 1808 is a vivid reminder of the conditions which prevailed in American industry before the advent of unions.

> This Manufactory will go into operation, in all this month, where a number of boys and girls from 8 to 12 years of age are wanted, to whom constant employment and encouraging wages will be given: also, work will be given out to women at their homes, and widows will have the preference in all cases, where work is given out and satisfactory recommendations will be expected.
>
> This being the first essay of the kind in this city, it is hoped that those citizens having a knowledge of families who have children destitute of employ, will do an act of Public benefit, by directing them to this institution.
>
> Applications will be received by Thomas White, at the Manufactory near the Friend's meeting-house Old-Town, or by the subscriber.
>
> Isaac Burneston
> 196 Market Street

The Company Town

Until very recent times company towns flourished in such industries as mining, lumbering, steel, and papermaking. Everything belonged to the company -- the houses, the stores, the churches, and, such as they were, the schools. The company ran the municipal government, the courts, and the police force. The worker was not only responsible to his employer for the hours he spent on the job; he was also answerable for what he did in the privacy of his own home. He was usually so badly in debt to the company store that he could not get away. In fact, his condition was not very much better than that of the colonial indentured servant.

NORTHERN PACIFIC COAL COMPANY

GENERAL RULES FOR THE GOVERNMENT OF EMPLOYEES

TIMBERLINE AND OTHER MINES

The following Rules and Regulations are for the government of the employes of the Northern Pacific Coal Company, at Timberline, Montana, and must be strictly adhered to.

The same rules will also govern all employes at any other mines operated by the N.P. Coal Co., so far as the local conditions will permit, and will be in full force on and after September 15th, 1885.

WAGES

1. The wages of employes at the mines shall be set and regulated by the Superintendent, and the amount due in any one month will be paid on the 25th of the month following.

2. Orders will be given employes on the Company's store and butcher shop for work actually done, for any amount not exceeding the amount actually owing at the time the order is asked for. But no orders will be issued in any month for wages earned in another month nor will any orders be issued on the first three days of any month.

STORE PATRONAGE

3. As the Company has gone to the expense and trouble of establishing a store, butcher shop, and saloon for the accomodation and convenience of its employes, and as its employes derive their living from the Company, all employes will be expected to patronize these places to the exclusion of all other similar establishments or peddlers.

SOBRIETY, REGULARITY

4. Employes will be expected to be sober and orderly at all times. No drunken rows or carousing will be tolerated.

5. All employes must be at work promptly at the time designated by the Superintendent or Foreman, and remain at work the full allotted time, whether they are paid by the day or by the ton.

HOUSE REGULATIONS

6. Each employe renting a house from the Company will be required to sign a lease before taking possession of it.

7. No one will be allowed to erect a house on the Company's grounds without first having obtained permission from the Superintendent and signing a lease therefor.

8. Every householder will be required to keep his house in good order, and will be charged for any damages done beyond the ordinary wear, and tear.

9. He will be required to keep his house neat and clean, both inside and out.

10. Dirty water, slops, ashes or any other substance which will tend to bring about disease or ill health, must be put in a suitable well, to be made for that purpose by the householder. It is strictly forbidden to throw such filth on the ground around the house or on the road in front of it.

11. In case any employe who rents a house is discharged, or of his own accord leaves the Company's employ, he will be required to surrender possession of his house within ten days from the date on which he ceases to be employed. Settle of wages or amount due him will not be made until he has moved out of his house.

ANIMALS

12. No one will be allowed to keep pigs without carefully penning them up. If allowed to run at large they will be put in pound and a charge made before they will be given back to the owner.

13. No one will be allowed to keep a vicious dog.

STRIKE, LABOR SOCIETIES

14. Any employe joining any secret labor organization or in any way taking part in any strike, or for any cause refusing to perform work assigned to him at any time, unless satisfactory excuse for same is made to the Superintendent or Foreman; or who shall be under the influence of intoxicating liquors while at work, or who shall be incapacitated for work by the use of liquor, will at once be discharged; and under no circumstances will anyone so discharged be re-employed.

HOSPITAL REGULATIONS

15. Single men will be required to pay one dollar per month, and married men one dollar and a half per month toward the hospital fund.

16. This amount will procure for single men and married men and their families, medical attendance and medicines for all ordinary diseases and accidents occurring on the porperty of the Company, or while engaged in working for them; but will not include venereal diseases, childbirth, or treatment of any chronic diseases contracted previous to coming into camp or any accidents which are clearly due to negligence or carelessness on the part of the patient.

17. Fee for childbirth shall be fifteen dollars.

18. Fees for gonorrhea shall be fifteen dollars in ordinary cases, and, in cases requiring the use of instruments, the charge shall be according to the work done.

19. The charge for visits for all cases not included as above, shall be one dollar and fifty cents; and in all such cases there shall be a moderate charge for medicines.

20. The hospital fund will not pay any board or furnish anything except attendance and medicines.

21. The full amount will be collected from each man each month, whether he works a full month or only part of a month.

22. Employees of the Company, who intend to call the Company's physician in cases of childbirth, are requested to notify him a month in advance, so that he can keep a record of the case and not be absent from the camp when his services are required.

VIOLATIONS

23. In case of a violation of any of these rules by any employe, for the first offense, it will be at the option of the Superintendent whether the party offending shall pay a fine of five dollars or be laid off from his work for one week.

24. For the second offense the employe offending will be discharged. These rules will be in full force after date. Ignorance of them will not be accepted as an excuse for their violation.

H.E. Graham, Superintendent

Approved:

Logan M. Bullitt, Vice President
St. Paul, September 15th, 1885

A CONTRACT FOR SCHOOL TEACHERS

Until fairly recent years, school teachers were among those whose lives were most rigidly controlled by their employers. The following is a contract that teachers were required to sign in a North Carolina town during the 1930s. Contracts such as this were fairly common during the depression years.

I promise to take a vital interest in all phases of Sunday-school work, donating of my time, service, and money without stint for the uplift of the community. I promise to abstain from all dancing, immodest dressing, and other conduct unbecoming a teacher and a lady. I promise not to go out with any young men except insofar as it may be necessary to stimulate Sunday-school work. I promise not to fall in love, to become engaged, or secretly married. I promise not to encourage or tolerate the least familiarity on the part of my boy pupils. I promise to sleep at least eight hours a night, to eat carefully, and to take every precaution to keep in the best of health and spirits in order that I may better be able to render efficient service to my pupils. I promise to remember that I owe a duty to the townspeople who are paying my wages, that I owe respect to the school board and the superintendent that hired me, and that I shall consider myself at all times the willing servant to the school board and the townspeople and that I shall cooperate with them to the limit of my ability in any movement aimed at the betterment of the town, the pupils, or the schools.

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The Yellow Dog Contract

Employers, in the determination to resist unionism, used industrial spies and industrial armies. One of their most widely used devices was the yellow dog contract which workers were required to sign as a condition of employment. These contracts were legally enforceable until the Norris-LaGuardia Act outlawed them in 1932.

Hitchman Coal and Coke Company. 1908.

I am employed by and work for the Hitchman Coal and Coke Company with the express understanding that I am not a member of the United Mine Workers of America and will not become so while an employee of the Hitchman Coal and Coke Company, and that the Hitchman Coal and Coke Company is run non-union and agrees with me that it will run non-union while I am in its employ.

If at any time while I am employed by the Hitchman Coal and Coke Company I want to become connected with the United Mine Workers of America, or any affiliated organization, I agree to withdraw from the employment of said company, and agree that while I am in the employ of that company I will not make any effort amongst its employees to bring about the unionizing of that mine against the company's wishes. I have either read the above, or heard same read.

Early Unions Before the Courts

Unionism is as old as the American nation. Printers, carpenters and shoemakers were among the earliest crafts to form unions. The employers turned to the courts for help in preventing unionism, and usually they found the judges were willing allies. In 1806 a union of Philadelphia shoemakers, the Federal Society of Journeymen Cordwainers, was charged with conspiracy. The jury found the defendants "guilty of a combination to raise their wages."

JUDGE LEVY'S CHARGE TO THE JURY
IN THE PHILADELPHIA CORDWAINERS' TRIAL

1806

In every point of view, this measure is pregnant with public mischief and private injury, tends to demoralize the workmen, destroy the trade of the city, and leaves the pockets of the whole community to the discretion of the concerned.

A combination of workmen to raise their wages may be considered from a two-fold point of view: one is to benefit themselves; the other is to injure those who do not join their society. The rule of law condemns both.

If the rule be clear we are bound to conform to it -- even though we do not comprehend the principle upon which it is founded. We are not to reject it because we do not see the reason for it.

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The Press vs. the Unions

The courts were not the only allies who aided the employers. Newspaper editors railed against unions in vitriolic language. The following editorial is typical of newspaper attacks upon early organizations of workers.

New York Commercial Advertiser

June 12, 1830

Lost to society, to earth and to heaven, godless and hopeless, clothed and fed by stealing and blasphemy, such are the apostles who are trying to induce a number of able-bodied men in this city to follow in their own course, to disturb the peace of the community for a time; go to prison and have the mark of Cain impressed upon them; betake themselves to incest, robbery and murder; die like ravenous wild beasts hunted down without pity; and go to render their account before God, whose existence they believed in their miserable hearts, even while they were blaspheming him in their ingorant, snivelling and puerile speculations. Such is too true a picture in all its parts of some of the leaders of the new movement which is emerging from the slime and which is more beastly and terrible than the Egyptian Typhon.